BULLETIN

1976-1977

Maryville College

Maryville, Tennessee

responsibility of developing an academic program which will encourage your intellectual and personal growth. This Committee continually reevaluates the curriculum, requirements for graduation, the resources which support the learning process, and special needs of particular student groups. If an academic program is to be responsive to ever-changing needs it must be under constant review. It must remain essentially stable without becoming "fixed" and be flexible without sacrificing its integrity. During your four years at Maryville you may serve on a committee which could confirm or change academic requirements and opportunities. Our objective in the academic planning is to build a total program which will translate the goals and purposes of the College into a learning experience that is sound and at the same time imaginative and exciting—one that will challenge both faculty and students to attain the highest level of intellectual and personal excellence.

You will take three courses during the 10-week fall term, one course in the 3-week interim, and three courses during each of the 10-week winter and spring terms. It works out in a simple formula, 10-3-10-10 by weeks or 3-1-3-3 by courses. During the 3-week interim, the change of both method and pace frees you from the normal class schedules and enables you to explore one subject in depth or to become involved in problem-solving activities. The summer term is divided into three 3-week sessions, and you will take one course each session, with classes meeting two periods a day, five days a week.

The curriculum also offers you the opportunity to specialize in one of the following 19 major fields or to propose your own individualized major across departmental lines:

Art
Biology
Business Administration
Chemistry
Economics
Elementary Education
English
History
Mathematics
Music
Physical Education
Physics
Political Science
Psychology
Recreation
Religion
Sociology
Spanish
Speech-Theatre

In selecting a major you may confer with your freshman faculty advisor. Once you have decided on an area of specialization, you will consult with a designated departmental advisor.

If you feel that your needs cannot be met by one of the 19 departmental majors, you are free under certain conditions to develop your own

program of study in a consultation with appropriate faculty members in what we call an "individualized major." Because of a growing interest in Interpreter Training, a program for an individualized major in that field is outlined under Courses of Instruction.

A major consists of a sequence of 10 courses minimum or 12 courses maximum. Requirements for each major are found under Courses of Instruction.

The weekly Community Issues and Values program is a supporting part of your regular course structure. Along with the entire College community you will confront crucial issues of the day in religion, politics, economics, social relations, the arts, and personal living and have an opportunity to develop values to meet these issues.

Opportunities For Independent Study

The College seeks the flexibility that will enable you to develop your scholarly background along special interest lines or to pursue a subject in greater depth than the classroom situation provides. To this end, there are several ways available for you to do independent study.

General Honors Program—Students of superior ability and excellent overall scholarship may carry on independent study relating to courses in which they are registered. This honors work will consist of study beyond the usual materials and requirements of the course to which it applies. It may take the form of reading, writing, or experimentation, or any combination of these, as worked out with the instructor and within the honors requirement set up by the department to which the course belongs. To be eligible, the student must have a 3.0 cumulative average and have been in residence for one term and one interim. Successful completion of this work is entered on the student's record.

Independent Study in a Course—Any student with a 3.0 cumulative average may pursue independently, without class attendance, any course in the catalog, subject to the following requirements:

a. He has completed one term and one interim in residence at the College.

b. He has the permission of the course instructor, has the outline of the course, and is given bibliographical help by the instructor.

c. He registers for the course, as part of his regular load, at the beginning of the term in which the course is offered.

d. He takes and passes a comprehensive examination at the end of the course, and meets any other requirements agreed upon with the instructor.

Independent Interim—Upperclassmen who wish to pursue a topic or activity not covered in the published list of interim projects are invited to submit in the preceding spring an individual proposal, subject to approval by the Interim Committee. The proposal must include an outline of the project, a statement of objectives, methods of achieving the objectives, resources to be used, a plan for evaluation, and signatures of the sponsoring instructor and the off-campus advisor (if the project is to be off-campus).

Junior-Senior Independent Study—As a graduation requirement every student registers for courses 351-352 in his major department. This is an independent study program that offers opportunity for intensive work, creativity and innovativeness in a subject of your own choosing. The work may involve a reading program, an investigative project, laboratory or field research, creative activity such as writing, play production, or some original contribution as in art or music. You will be encouraged to work on your own initiative with the added benefit of personal faculty guidance and supervision.

Individual Study Course—Any student of junior or senior class standing may substitute for one of his major courses an individual study course numbered 350 in each department if the following conditions are met:

a. He secures approval from the chairman of his major department for a mutually agreed upon program of reading or experimental study.

b. An instructor is available whose schedule and load will permit regular conferences to give guidance and assess progress in the individualized study.

c. He pays an additional fee of $25 to cover the difference in cost between individual and class instruction.

Environmental Education Center

Maryville College is a pioneer in both resident and day-use programs of environmental education. In cooperation with the National Park Service, Maryville College operates an Environmental Education Center in the Great Smoky Mountains National Park. It is used by more than 4,000 secondary and elementary children and their teachers each year; but a primary goal of the Center is to afford Maryville College students the opportunity to develop ecological competence and environmental awareness as they pre-

pare themselves academically. A student may spend a ten-week term at Tremont and receive three course credits. A fifth-year internship, involving nine months of work and study at Tremont, is available to college graduates who want further preparation in environmental education. These programs are described in detail under interdisciplinary courses.

Off-Campus Experiences

Increasing opportunities for independent work are available off campus to supplement and enrich the on-campus experience. Some interim projects have involved trips abroad for study in England, Greece, Spain, the Holy Land, Russia, and the Caribbean Islands. Others, closer home, have included archaeological explorations in Georgia and South Carolina, folklore collection in the Great Smoky Mountains, a study of Colonial history in Williamsburg, participation in the cultural life of New York City, and field experiences in desert biology in Arizona.

During regular terms as well as the interim, students are finding opportunities for field work in schools, hospitals, businesses, and social agencies. The Psychology Department, in cooperation with the Little Tennessee Valley Educational Cooperative, has recently arranged for supervised practical experience for psychology majors throughout their senior year. Other off-campus programs are listed below.

The Junior Year Abroad—Maryville has an exchange agreement with the American College in Paris, which should be of particular interest to French majors, but the College cooperates in planning programs and arranging credit with a variety of foreign colleges and universities. Those who are interested should talk with the Dean of the College early in the sophomore year.

Field Experiences for Science Students—Maryville belongs to the Mid-Appalachia College Council, Inc. (MACCI), a group of 11 regionally affiliated liberal arts colleges. Because of this relationship, Maryville College students may participate in field biology work at a teaching and research center on Norris Lake and in honors seminars in biology, chemistry, and physics at Oak Ridge Associated Universities. An added benefit is meeting, living and working with students from other colleges.

Honors-calibre students in biology, chemistry, computer science, mathematics and physics may apply for the Argonne Semester. If accepted, the student may spend the fall and interim terms of the senior year at Argonne National Laboratories, Argonne, Illinois, participating in research and experiencing a research environment. Students work under the supervision

of an Argonne scientist or engineer who offers a challenging short-term project associated with longer term core investigation. In addition, the student participates in the Research Supportive Activities program, involving classroom and laboratory work in modern research techniques and instrumentation. Credit is awarded for two terms of Independent Study and for the Senior Interim course.

The Washington Center for Learning Alternatives—Students in any field who want to spend a term in Washington are invited to apply to the WCLA for admission to the intern program, which provides internships in more than 250 government and social agencies. Through the internship, seminars conducted by the WCLA, and independent study, one may earn three course credits during one term. Housing is arranged by the Center in its own apartment building, and the cost is roughly the same as for a term on campus.

The Washington Semester—Another off-campus offering is the Washington Semester, taken through The American University in Washington, D.C. Students participating in this program spend time in the nation's capital for a study of American national government.

Maryville recognizes the basic need for expression of individuality, and through these programs it offers opportunities for experimentation and expansion, thus providing a jumping-off place for further self-discovery.

Pre-Professional Preparation

A liberal arts emphasis with concentration in one area is the best undergraduate preparation for a professional career. Graduate and professional schools do not usually require specific undergraduate majors, though they sometimes stipulate prerequisites. Consulting the catalogs of these schools will help you in planning your undergraduate curriculum. In consultation with your faculty advisor, you can work out a program suitable to your interests. The following general guidelines may be helpful:

Engineering—Today's engineers have found that technical knowledge alone is not sufficient to solve the increasingly complex problems that they face. They must come to grips with the social, ethical, and philosophical questions with which the liberal arts are concerned. To provide the engineer with a strong liberal base for his technical training, Maryville College has entered into a cooperative arrangement with the Georgia Institute of Technology and the University of Tennessee.

Under this program Maryville students receive both a liberal arts education and a professional education in engineering or applied science. At

the end of a five-year period (three at Maryville and two at either Georgia Tech or UT), the student can have earned both a B.A. from Maryville and a B.S. from the cooperating institution. (The exceptional student may apply for admission to the M.S. rather than the B.S. degree program.)

During the three years at Maryville the student fulfills the following requirements:

11 core courses: Freshman Inquiry; English 105, 121, 122; History 121, 122; Science 301; Physical Education 101; Fine Arts 201; Non-Western Studies 301; Economics 201; and one course in religion.

14 technical courses: Mathematics 102, 103, 201, 203, 301; Chemistry 201, 202, 203; Physics 201, 202, 301, or 311; Science 218; and two courses in engineering drawing.

3 interim courses

1 term of independent study

1 elective (may be CIV)

Upon satisfactory completion of this three-year program the student will transfer to the engineering school. After one year of approved study with at least a C average, Maryville will grant the B.A. degree. After completion of all courses prescribed in the current catalog for junior and senior engineering students, the cooperating school will grant the B.S. degree.

Dual degree candidates are eligible to seek any of the following degrees: Bachelor of Aerospace Engineering, Ceramic Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Engineering Economic Systems, Engineering Science, Industrial Engineering, Mechanical Engineering, Nuclear Engineering, Textile Chemistry, Textiles, Textile Engineering, Health Systems; the Bachelor of Science in the applied sciences, including biology, chemistry, information and computer science, mathematics, physics, and psychology; and the Bachelor of Science in Industrial Management and various other specialized areas.

Those interested in this program should consult the Dual Degree Coordinator in the Department of Mathematics.

Music Therapy—Students planning a career in Music Therapy should follow the Bachelor of Music degree program in Music Education as fulfillment of the first four years of a five year program Maryville College has in consortium with the University of Georgia leading to certification. Consult the music section of the catalog for further information.

Pre-Law—Admission to law school is usually determined by the total undergraduate record and the results of one's score on the national legal aptitude test. It is important that the prospective law school candidate acquire skill in written and oral English, the ability to think clearly and independently, and an understanding of social, economic, and political institutions. Economics, English, history, and political science are among the majors recommended.

Library Science—The choice of the major field can be determined by your interests. You should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences.

Medicine and Related Professions—Maryville College has an excellent record in the preparation of students for medical schools. Students planning to study medicine, dentistry, pharmacy, nursing, or veterinary medicine usually major in biology or chemistry. Those who plan to enter medical technology will find the program explained under Courses of Instruction. For those interested in preparing for the paramedical professions or such fields as hospital administration, the individualized major may be the best route. Students are advised to study graduate school catalogs to determine the prerequisites for their chosen professions and then to plan with their advisors the appropriate course of study. Those planning to go into physical therapy should work with the Departments of Biology and Health and Physical Education. Those planning to go into music therapy should consult members of the Music Department. Interim terms provide excellent opportunities for field experiences in all of these areas.

Church-Related Vocations—If you plan to attend a theological seminary in preparation for the ministry or for Christian education, you may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, and sociology, with elective work in philosophy. The preministerial student is advised to fulfill the core language requirement with French or German and take Greek as a second language.

Social Work and Public Welfare—Students planning to enter the field of social work, public welfare or public administration will find that the courses in economics, history, political science, and sociology provide a good foundation. Interim projects and independent study programs can be adapted in ways that will contribute to future careers in these professions.

Teaching—Prospective public school teachers should consult the education section under Courses of Instruction. Those interested in college teaching will find it helpful to discuss their plans with their major advisors and other members of the faculty.

Programs In Science

It is clear that society faces serious and basic problems involving a strong relationship to science and technology (i.e., the familiar three p's of population, pollution, and poverty). However, it is also clear that the solution will not only involve more scientific information, but also a consideration of social, economic, political and religious values in a most fundamental way.

To respond to this challenge of problem solving, the science departments, in cooperation with other departments, have organized majors within four programs.

Program In Pre-Professional Studies—This Program is designed to prepare a student for the pursuit of further education in a science area at levels beyond the undergraduate. Major areas of concentration are biology, chemistry, mathematics, physics, and psychology. Students interested in careers in research, teaching or any field of medicine usually major in one of these departments.

Individualized Majors: The three Programs listed below are designed as focal points for students wishing to choose an individualized major involving interdisciplinary contact between science and other areas. The courses of study which make up the major will be developed under the guidelines of the Committee on Individualized Majors (see page 3 in catalog). Students in other majors are strongly encouraged to elect courses related to these Programs.

Program In Behavior—This Program centers on the fundamental principles of animal and human behavior. Through the study of topics such as motivation, emotion, learning, and personality, an interdisciplinary approach is taken toward the understanding of patterns of behavior in individuals, groups, and societies, whether they be of men or animals.

Program In Environmental Quality—The approach of this Program centers around two focal points: (1) the scientific techniques and knowledge fundamental to an understanding of the basic principles of ecology and (2) the sociological, economic, and political ramifications of the proper management of the limited resources of our planet.

Program In Science, Values and Society—This Program is concerned with the ethical, social, religious, and legal implications of the continued advancement and use of the knowledge of science and technology. Because of the rapidity of the gain of new knowledge and its power to influence the cultural patterns of man, attention is directed toward thinking about possible futures *before* they happen.

A BIT OF HISTORY

We want to give you a look at how Maryville has come to be, not to dwell on the past by any means, but to give you a sense of how the basic character of the College was formed, and how this growth contributes to Maryville today and tomorrow.

Maryville's interest in quality education began in 1811 when Isaac Anderson, a circuit-riding, Scotch-Irish minister, became discouraged over the poverty that he found everywhere and the lack of education to overcome it. He was determined to meet these needs in Maryville, literally a "frontier" town at that time, by recruiting potential leaders from among the Appalachian people. Anderson defied the institution, the church, even the established northern seminaries, and started a school of his own. He took the long-bearded, grudgingly independent anti-nationalists right out of these Appalachian hills and jarred the complacent East into recognizing there was something to the South and the West. It was under his leadership that the Presbyterian Synod of Tennessee established in October of 1819 the Southern and Western Theological Seminary, later to be renamed Maryville College. This effort took imaginative persons with a great belief in what they were doing, and a strong desire to free the struggling poor man by offering him opportunity for growth intellectually, spiritually, and then, hopefully, economically.

Maryville's evolution was set on its way by Dr. Anderson. He was a hard worker, a believer in high intellectual and moral standards, and he had an idea of harmony, of unity of mind and spirit that would be the beginning of the idea of Maryville.

The Civil War stopped the College's progress and divided its people, just as it did the land and the country. Through the efforts of Professor

Thomas Jefferson Lamar, described as "acting-president, acting-faculty, and acting-janitor," Maryville was re-energized and began again its rapid growth.

On through time and six presidents, crises and creativity, Maryville was following that original commitment to the community—that promise to better, to build upon, and to offer chance for improvement of self. It was during these years that perhaps the first interest in the Maryville of tomorrow began. The original principles were a guide for the future, not a monument to the past. Curriculum changes included the introduction of independent study and comprehensive examinations, and the offering of more and specialized courses.

Dr. Ralph W. Lloyd, sixth president, began a long-range development program which has been continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Community Service

Throughout its history the College has emphasized community service. Students and faculty are actively involved in service organizations and church activities, and members of the local community join in activities on campus. A recent survey showed that in a single twelve-month period more than 68,000 people came to the campus for almost 500 functions, including clinics, workshops, church conferences, sports events, and cultural programs.

The new physical education building has made possible a popular community recreation program which attracts 300 people per week. Pre-college work in art, music, and theatre is offered for children, and approximately 150 children are enrolled in gymnastic classes.

During the Winter Term of 1973 the College enlarged its educational and cultural services with the initiation of Continuing Education courses. Faculty and staff members, as well as qualified persons from the larger community, teach these non-credit courses.

Accreditation and Relationship

Maryville is associated with many national, regional, and state organizations. Prominent among these are the Southern Association of Colleges and Schools, the regional accrediting agency; and the National Association of Schools of Music. The College has maintained also a continuing relation-

ship with the United Presbyterian Church in the U.S.A., but you will find faculty and students with many different denominational backgrounds and beliefs in a climate where individual choice is accepted and encouraged.

Admission to Maryville

Admission to Maryville College is based on evidence that you, as an applicant, possess the intellectual capacity and motivation, personality, character, health, maturity, breadth of interests, and seriousness of purpose to make satisfactory progress in our living and learning community. To help us determine your qualifications, we require a formal application, an official transcript of your high school record, and scores you achieved on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT).

Results on either the SAT or ACT may be provided through your high school or directly from the testing service. Foreign students must submit the results of the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service.

You will be notified of action on your application when all your credentials have been received and reviewed by the Committee on Admission and Standing.

Required Secondary School Credits

1. Four years of English.
2. One year of laboratory science, such as biology, chemistry, physics, earth science.
3. Two years of algebra or one year of algebra and one of geometry.
4. One year of social studies or history.
5. At least five elective academic units drawn from the following: mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible and music theory.
6. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Early Admission

Students who have completed the junior year of high school may request consideration for early admission. In addition to the credentials out-

lined above, you should submit a letter from your principal or guidance counselor indicating that you have the intellectual and social maturity to profit from college at this time. It is important to furnish evidence of a strong high school record and above average test scores. You should also arrange for an interview with a representative of the College. Qualified local high school seniors who have time in their schedules for additional courses are encouraged to enroll on a part-time basis.

Advanced Placement

If you have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, you will be eligible for placement in advanced courses and may be granted college credit.

College Level Examination Program

Maryville College accepts up to 10 courses of credit for satisfactory performance on tests administered through the College Level Examination Program. For scores in the 80th percentile or above on subject matter examinations, you may receive course credit. For scores ranging from the 65th to the 79th percentile, you may receive waiver of course requirements. Those who wish CLEP credit should submit scores to the Registrar who, in consultation with the Dean and the appropriate department chairman, will determine the amount of credit to be granted.

Campus Visits

We invite you to visit the campus. We do not require a personal interview, but it would be our pleasure to have you as a guest for a weekend. Set your own date, write the Admissions Office, and we will take it from there. The Admissions Office is open daily and until noon on Saturday.

Transfer Students

We are committed to assisting students who have studied at other colleges or universities who would like to transfer to Maryville College. In addition to meeting entrance requirements already listed, you must submit a transcript of all college work previously attempted. The Admissions Committee will be as liberal as possible in evaluating your work successfully completed at other accredited institutions and, in general, will credit toward your degree requirements all liberal arts courses in which you have achieved a C or better grade. You must satisfy requirements in the major and core areas with a minimum of ten courses taken at Maryville. We do not give credit for correspondence work. Your grade average and standing will be based entirely on the courses you take at Maryville.

If you have earned the Associate of Arts degree from an accredited

junior college, you will be awarded junior standing upon acceptance at Maryville, but the College reserves the right to require any core courses or prerequisites considered essential for background. Ordinarily twenty additional courses must be completed for the baccalaureate degree.

Veterans

Maryville College welcomes veterans who would like to begin or continue their college education and will accept courses of the U.S. Armed Forces Institute for transfer credit if those courses are comparable to its course offerings.

A limited number of full-time students will be admitted to the College Experience Program, which is designed for those who meet admission requirements but prefer not to commit themselves to a degree program, or those who fail to meet admission requirements but wish to continue their education in a college environment. A student in this program may take any course for which he has the prerequisites, the only stipulation being that during the first year he take at least one core course each term.

Continuation in the program will depend upon evidence of mutual benefit to the student and to the College. A grade and a qualitative report will be recorded for each course, but failures will not become a part of the permanent record. A student who meets all admission requirements may apply for transfer to the degree program at any time after he has successfully completed two full terms and at least two core courses. Those interested in more detailed information should write directly to the Admissions Office.

How to Apply

1. Write to the Director of Admissions for an application. There is a form for making this request on page 84 of this catalog.
2. Complete the application form and submit it to the Director of Admissions, Maryville College, Maryville, Tennessee 37801, along with the nonrefundable application fee of $10.

When to Apply

You may be admitted to Maryville at the beginning of any ten-week term and should submit your application well in advance.

Cost

Each student is charged tuition and fees which cover approximately three-fourths of the cost of services received from the college. The remainder

of these costs is met by endowment income and by gifts from board members, alumni, and other friends of the college.

Cost Per Year

Student living off campus $2,135.00
(tuition and health insurance) (plus general service fees)

Students living on campus $3,295.00
(tuition, room, meals, health insurance, linen service) (plus general service fees)

Part-time students ..... $ 210.00
tuition per course per term

General service fees include gym charges, art fees, etc.
The above does not include books and supplies.

All tuition charges, fees, and residence costs are due according to the following payment schedule:

Students living off campus

May 1 (advance tuition deposit; non-refundable; to be credited toward tuition) ..... $ 50.00
September 1 ..... $ 854.00
January 1 ..... $1,281.00

Students living on campus

May 1 (advance tuition deposit; non-refundable; to be credited toward tuition) ..... $ 50.00
September 1 ..... $1,318.00
January 1 ..... $1,977.00

Statements are mailed August and December. Checks should be made payable to Maryville College and mailed to the Business Office.

Special Fees

Additional courses $210.00
(above the normal per term load of two or three courses)

Individualized reading course ..... $ 25.00

Repeated term of independent study $210.00

*Auditing fee per course ..... $ 25.00

*Regularly enrolled students may audit one course per term without paying auditing fee, with permission of instructor.

Application fee (non-fundable)	$ 10.00
Extra course	$210.00
Graduation	$ 10.00
Late registration fee	$ 10.00
Student teaching	$ 30.00
Transcript (after first one)	$ 1.00
Dropping or adding (per course)	$ 2.00

Summer School

Per course	$210.00
Room, meals, and linen service (per three-week term)	$103.00

Art

Refer to the schedule of courses for art class fees.

Applied Music Fees

(includes use of practice rooms and instruments)

FULL TIME COLLEGE STUDENTS	*Per Term*	*Interim* (optional)
A. **Music Majors*		
1. 1 half-hour private lesson per week	35.00	10.00
2. 2 half-hour private lessons per week in the same field, or 1 lesson each in two fields	50.00	15.00
3. Class lessons in each field, offered in: piano, voice, strings, brass, woodwinds, percussion, guitar	35.00	
4. Music 121C, Introduction Music Theory	35.00	
B. **Non-Music Majors*		
1. 1 half-hour private lesson per week	55.00	15.00
2. 2 half-hour private lessons per week in the same field, or 1 lesson each in two fields	70.00	20.00
3. Class lessons in each applied field (two meetings each week), offered only in piano and guitar	45.00	

**OTHER STUDENTS (THOSE NOT ENROLLED IN COLLEGE OR WITH PART-TIME STATUS)

	Per Term	*Interim* (optional)
A. 1 half-hour private lesson per week	75.00	22.50
B. Part-time college students' class lessons in piano	60.00	
C. 1 half-hour private lesson per week with student teacher	40.00	12.00
D. Class strings - pre-college beginners	45.00	

* In certain fields of applied music where instructors are not available within the Department of Fine Arts, advanced college students may arrange lessons with approved master teachers in the area for higher fees. In such cases the student may register for the study through the college with departmental approval and with a registration fee of $10.00. Cost for the lessons is to be paid directly to the off-campus instructor and the student is responsible for his own transportation arrangements.

**Registration of special students who wish to have applied music study recorded in the registrar's office may do so with departmental approval and payment of the regular college course fee.

A student whose account becomes delinquent will not be permitted to register for the following term. Grades and transcripts will also be held until the student has made satisfactory financial arrangements.

The September payment represents 40% of total tuition, fees, room and food charges. This payment covers the first ten week term, and the three week interim.

The December payment is 60% of total tuition, fees, room and food charges. This fee covers the second ten week term, and the third ten week term.

Since the college must make contracts for the entire year for faculty, staff, student aid and plant maintenance, it is necessary that a certain amount of annual income from tuition be assured. Thus, there are no automatic refunds for the year. Refunds for illness, or other serious causes are subject to approval by the Academic Dean.

Room and meal rates do not cover vacation periods or costs of off-campus study, but adjustments will be made in board for officially authorized field trips of a week or longer during the interim term. Adjustments in payments will also be made for students who enroll later than the fall term or who meet graduation requirements before the end of the academic year.

Medical Care

The College makes every effort to protect the lives and health of the students. A college nurse under the supervision of a local doctor is available for consultation in the clinic without charge. The clinic may be used by resident students. The facilities of the Blount Memorial Hospital near the campus are available in case of serious illness, and a portion of the expense

for students confined there is covered by the student health insurance plan. The student must pay for any other medical attention that may be required. The College cannot assume any financial responsibility for injuries or illness.

The general fee includes a premium for group hospitalization and major medical insurance which provides daily hospital benefits and surgeon's fees according to a specified schedule. Benefits apply to hospital and surgical expenses incurred during the year September 1-August 31. Further information about medical care may be obtained from the Office of Student Personnel.

Professional counseling is available to students through a field work program of the Department of Educational Psychology of the University of Tennessee.

Financial Aid

Maryville College makes every effort to aid qualified students who could not attend college without financial assistance. However, aid from the college should be considered as supplemental.

In determining the amount of financial aid, the college takes into consideration the student's academic achievement and financial need. This decision can be made only after the student has been accepted for admission and the analysis of the Parent's Confidential Statement has been received from the College Scholarship Service.

The primary sources of student aid are scholarships, grants, loans, and campus employment. In some cases a combination of these sources may be used.

Scholarships

Scholarships in amounts from $200 to half tuition are available to students of superior academic ability, character, and promise.

Hyman and Bess Arnowitz Scholarship Fund
Orlean B. Beeson Scholarship Fund
Ola H. Bogle Scholarship Fund
Ernest C. Brown Scholarship Fund
Lowell A. Bunge Scholarship Fund
Robert and Nancy Ailey Burchfield Scholarship Fund
Class of 1912 Scholarship Fund
Grace A. Coe Scholarship Fund
Mr. and Mrs. Edward S. Cowdrick Scholarship Fund
W. R. Dawson Scholarship Fund
Henry R. Duncan Scholarship Fund

Ellen Gillespie Scholarship Fund
Lombe Scott Honaker Scholarship Fund
George Dewey Howell Scholarship Fund
Edwin R. Hunter Scholarship Fund
John L. and Elsbeth Kind Memorial Scholarship Fund
Kittrell Memorial Scholarship Fund
Robert L. Maclellan Scholarship Fund
Lennie B. Marshall Scholarship Fund
Charles Morton and Octavia Wilson Merrill Scholarship Fund
Robert Breaker Moore Scholarship Fund
Charles R. and Caroline F. Otis Scholarship Fund
Dr. James A. Padgett Trust Fund

Additional scholarships and a program of academic prizes and awards are also available to enrolled students.

Grants

Maryville College offers a wide variety of grants to students who qualify for consideration. Competitive awards are offered annually for music and art majors, including both entering freshmen and upperclass students. Another grant program recognizes outstanding leadership ability demonstrated in high school and continued on the college campus. Additional grants are available to special categories of students.

The college also participates in federal student aid programs, Basic Educational Opportunity Grants and Supplemental Opportunity Grants.

Loans

Students who wish to pay part of their college expenses on a deferred or installment basis may apply for short-term loans through the College Rotating Loan Fund. The college also participates in the National Direct Student Loan and Guaranteed Loan Programs which provide long-term loans to qualified stulents.

More extended plans for installment payment of educational expenses may be arranged with commercial agencies. Maryville College cooperates with the Tuition Plan, Inc., Concord, N.H. 03301, and the Insured Tuition Plan, 53 Beacon Street, Boston, Massachusetts 02108.

Employment

Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill and the amount of personal responsibility and time involved.

More detailed information regarding specific types of student aid may be obtained by writing the Director of Student Aid, Maryville College, Maryville, Tennessee 37801.

Living Arrangements

Much of your community life at Maryville will center around your life in the residence hall. As a freshman you will live in a "quad" consisting of a study room, four twin rooms for eight freshmen, and one single room for an upperclass counselor or resident assistant. Two "quads" share the same floor lounge.

On the assumption that men and women function better on all levels when they are free to choose whether and when to be together, Maryville has a plan of room visitation. Each residence is responsible for setting its own hours for visitation within the framework of 12:30 p.m. to 11:00 p.m. Sunday through Thursday and 12:30 p.m. to 1:00 a.m. Friday and Saturday. Your guests of the opposite sex register when they come in, are escorted upstairs, and sign out when they leave. The idea of residence visitation is that you, the student, should have some measure of responsibility in arranging your own life within your residence structure.

A key system for women students makes it possible for women to set their own hours of return to the residence hall. All women, including freshmen, and men in the freshman coed residence hall have a house key issued when they enter in the fall. Keys that have been issued are checked in at the Christmas and Spring vacations, at the close of school or at any time the student terminates enrollment at the College. When a key is lost, a charge of $25 is made to cover the cost of replacement of the key cylinder and reissuing keys for the residence hall.

Rooms in the Residence Halls

Rooms are reserved after the payment of the tuition deposit. These reservations will be held until noon of the first day of classes. Usually two students occupy one room; however, when space is available, a student may room alone by paying an additional fee.

All students who are away from home live in the residence halls and take their meals in the College dining room with exceptions granted only in unusual cases.

Information concerning the furnishings of each room, linen service, and the regulations governing the various residences can be found in the *Student Handbook.*

Withdrawal Procedure

Should a student decide during the year or at the close of the year to terminate enrollment at Maryville, the procedure is as follows: (1) Arrange for an exit interview with the Associate Dean of Student Relations. (2) Secure from the Treasurer's Office a check-out sheet and clearance slips for various areas of the College. (3) Have a clearance slip signed in each of the areas listed on the check-out sheet. (4) Return the check-out sheet and clearance slips along with your I.D. card to the Treasurer's Office. Should you be eligible for a refund, the Treasurer's Office will make that adjustment for you.

Leaves of Absence

A leave of absence for a specified period may be granted to any student in good standing. You should make application to the Admissions Office and plan to keep the College apprised of your mailing address. Should you not be able to return within the specified time, you should apply, before the termination of the leave, for an extension. Otherwise you will follow the usual procedure for readmission.

Community Standards

Maryville operates with a minimum of rules and regulations, but there are a few standards which the community considers necessary for the well-being of all its members.

- In accord with civil law, the Maryville community does not permit the transportation, sale, possession, or use of illegal drugs. The College cautions against the indiscriminate use of any stimulants and depressants which might subject you to psychological or physiological hazards.

- Historically, Maryville College has discouraged the use of alcoholic beverages. No one is permitted to possess or use alcoholic beverages on campus or at official College functions off campus.

- Even though Maryville College is privately owned, endowed, and operated, it recognizes the right of its community members to criticize, protest, petition, and attempt to change by peaceful, constitutional and legal means any rule or regulation of the College. The All-College Council is the vehicle for this process. But the freedom to protest and petition and the freedom to teach and learn do not give license to disrupt, threaten, intimidate, or take over private property on the campus or elsewhere.

- Each member of the College community is expected to regard honesty as a personal and group obligation.

• Under most conditions sophomores, juniors and seniors are permitted to bring automobiles on campus provided they are not holding scholarships or grants based upon need. Freshmen are not permitted to have motor vehicles.

• Firearms are not permitted on campus except by special permission from the Dean of Student Relations, granted in advance.

Consider the possibilities. A great deal of challenge is here only to be discovered and followed by you, an individual in search of yourself and of patterns in your world. Maryville can be the stimulation for this searching process. We think you are the essential element in this search, and hope to see you involved in it with us.

THE CURRICULUM AND HOW IT AFFECTS YOU

The academic program at Maryville is directly related to the calendar which provides its structure. On the assumption that one learns more readily and retains more of what he has learned if he concentrates on a few courses for a relatively short period of time, the present 10-3-10-10 calendar was adopted. The scheduling of vacations between terms helps to insure periods of unbroken concentration. The 9-week summer term, made up of three 3-week sessions, makes possible acceleration for those who wish to complete the requirements for graduation in less than four years.

Fall Term	Interim Term		Winter Term		Spring Term		Summer Term
3 Courses	1 Course	Vacation	3 Courses	Vacation	3 Courses	Vacation	3 Courses
10 Weeks	3 Weeks		10 Weeks		10 Weeks		9 Weeks

Normally you will take three courses during each of the 10-week terms, although you may take as few as two or as many as four under special circumstances. The interim term is devoted to a single course or project. If you wish to accelerate, you may take three courses in the summer, one during each 3-week session.

The Core Curriculum

Maryville College is dedicated to the concept that liberal learning is the best foundation for a satisfying life, whatever one's profession or vocation. Therefore the curriculum has been designed to include a core with a broad base in the humanities and fine arts, the natural sciences, and the social sciences. Whenever possible, interdisciplinary approaches have been incorporated into this core in order to make clearer the relationships among the various fields of learning. Emphasis is also placed on greater awareness of the non-western world, on social and political issues, and on the development of personal values.

For the B.A. degree the core includes the following courses and requirements:

Freshman Inquiry—In the summer preceding matriculation each student will select from a descriptive list one topic to be explored in depth during the fall term under the guidance of faculty members who will work with groups of from fifteen to twenty students. The purposes of the Inquiry course are (1) to introduce methods of inquiry in a particular discipline, and (2) to provide for each freshman a faculty advisor to help in the selection of a major and the projection of a course of study.

You may use the Inquiry course as an opportunity to explore a field you are considering for a major, or as an opportunity to strengthen your liberal arts base. Each Inquiry course is designed so that it will substitute either for a core course or a major course should you decide to stay with that particular discipline.

English—English 105, to be taken during the fall term of the freshman year, and English 121-122, to be taken concurrently with History 121-122 any time during the first two years. (Note: A few freshmen who present high verbal scores may be exempted from English 105 and invited to go immediately into an advanced-level, combined English 121-122—History 121-122 course.) Those whose placement test scores indicate a need for more intensive work in composition will enroll in English 104, then advance to the English 105, 121-122 sequence.

Fine Arts—Interdisciplinary course 201, to be taken any time during the first three years.

Foreign Languages—Mathematics—Demonstration of intermediate-level proficiency in one foreign language, by examination or by completing course 202 in that language. Alternatively, with the consent of the major advisor, the requirement may be met by completing courses 101-102 in two languages. Credit will be given for any course which is completed successfully.

In certain departments a student may have the option of replacing the core requirement in foreign language with any one of the following two-course sequences: Mathematics 102-103; Mathematics 208-209; Mathematics 208-Science 218. A student graduating with a major in elementary education may substitute Mathematics 206-207 for the language requirement.

Health and Physical Education—Health Science 101 and demonstration of elementary and survival swimming skill.

History—History 121-122, to be taken concurrently with English 121-122 any time during the first two years.

Natural Science—Interdisciplinary course 102 or one laboratory course to be taken during the first two years; and Interdisciplinary Science 301.

Freshmen who are reasonably sure they will be majoring in one of the sciences should register in the fall term for Mathematics 101 or 102. Courses for the winter and spring terms will depend upon progress in mathematics. Science majors do not take Science 102.

Non-Western Studies—Interdisciplinary course 301, to be taken any time during the third or fourth year.

Religion—Any 200 course in religion, to be taken any time prior to graduation. With permission of the instructor, the core credit may be selected from one of the 300 courses in religion.

Social Science—One of the following courses, to be taken any time prior to graduation: Economics 201, Political Science 201, Sociology 201, Sociology 211.

Interim Projects—The completion of one interim project for each year a student is enrolled at Maryville, including a senior interim in the major discipline. Since no make-up interims are given during other terms, the student must fulfill the requirement during the interim term. One who completes a project but receives a grade of U will be allowed, upon consultation with the Dean and Registrar, to substitute a regular course for one interim. One who withdraws without making an effort to complete the project will have to wait until the next interim term to make up the work.

If you have had a strong high school preparation in the material covered by any of the core courses, you may, upon consultation with and consent of the chairman of the department in which the course falls, be admitted to specified advanced courses in lieu of the designated core course. You must complete such advanced courses within the time limits prescribed for the courses being replaced.

The core requirements for the Bachelor of Music degree are different and are detailed in the course listing section under "Music."

Areas of Specialization

In addition to the core requirements, you will do concentrated work in one area of specialization. At the end of the freshman year you will select one of the 19 departmental majors or apply for an individualized major in the area of your particular interest and concern. The major consists of 10-12 courses in the subject selected, including two courses in Independent Study, along with such related work as may be prescribed. Details regarding the departmental majors are found in the section on Courses of Instruction.

The individualized major is designed for those students whose personal or vocational needs cannot best be met through a departmental major. It is not a generalized, unstructured approach to education but an opportunity for certain students to fulfill clearly defined objectives. The same requirements as to number of courses, related work, and Independent Study apply as in the case of departmental majors, but the courses may be drawn from more than one department. Each program is evaluated individually by a faculty committee. An advisor from one of the departments in which course work is to be done is appointed for the student. No restriction in principle is placed upon the individualized major so long as the program proposed is educationally sound and can be fulfilled within the limitations of courses offered in the present curriculum.

With the exception of Independent Study, only courses in which you make a grade of C or above may be counted toward your major.

Community Issues and Values

The Community Issues and Values series seeks to involve the entire College community in crucial issues of the day and with the kinds of values with which those issues may be dealt. In the form of weekly convocations and occasionally smaller group discussions, the series is an integral part of the academic life. One course credit is given for attendance at thirty of the weekly programs, and as many as two credits will be counted toward the forty courses required for graduation. Students register for CIV as for any other course. Freshmen are invited to attend during the fall and interim terms on a voluntary basis. Should they decide to register for course credit at the beginning of the winter term, they will receive credit for programs already attended provided they have registered their attendance.

Grades and Standing

Grades and quality points are recorded as follows:

A, *Excellent*, 4 quality points per course

B, *Good*, 3 quality points per course

C, *Satisfactory*, 2 quality points per course

D, *Passing*, 1 quality point per course

F, *Failed*, no quality points

WF, *Withdrew Failing*, no quality points (Courses dropped after 4th week of term are given the grade of WF except in cases of illness or emergency.)

The grade point average is computed by dividing the total number of quality points by the number of courses for which the above grades were earned (except that a course which is repeated is counted only once).

The following grades are given in special situations and do not affect the grade point average:

S, *Satisfactory* (=*C or above*)

U, *Unsatisfactory*

Grades of S or U are given for interim courses. At your option, S or U may be given for Independent Study and for not more than one elective course per year.

I, *Incomplete*

The course was not completed for reasons beyond your control; becomes an F if the work is not carried to completion before the end of the following term.

W, *Withdrew*

Permitted to withdraw from the course in good standing.

A student with a cumulative average below 2.0 (average of C) is placed on academic probation and must demonstrate satisfactory improvement to remain in school. If his average is seriously low, he may be restricted in the course load he carries or suspended from the College for a period determined by the Committee on Admissions and Standing.

As a freshman you must pass at least two courses by the end of the interim term, at least four by the end of the winter term, and at least seven

by the end of the spring term to be eligible for reenrollment the following term. Thereafter you must pass at least two courses each term to remain eligible to continue. You may raise your grade point average by repeating a course in which you have a failure or a low grade. You will then receive credit for one course with the second, or final, grade.

Requirements for Graduation

The College will confer the degree of Bachelor of Arts or Bachelor of Music when you have:

(1) completed all requirements, including core courses, major and related work;

(2) passed a comprehensive examination on your major work; and

(3) achieved a cumulative average of 2.0 on all work undertaken, *or achieved a grade of C or S or above for at least 40 academic courses.*

The last term of work for the degree must be at Maryville College. Degrees are formally conferred at the annual Commencement at the close of the spring term, although requirements may be completed at other times during the year. Those who complete requirements during the spring and summer terms are expected to participate in Commencement.

Comprehensive Examinations

In the final term of the senior year you must pass a comprehensive examination in your major field as one of the requirements for the degree. Appropriate field tests of the Undergraduate Record Examination are included as a part of the comprehensive examination in major fields for which they are available. The purpose of the comprehensive examination is to encourage you to develop retentiveness and to integrate the sutbject matter of your field.

A quality point equivalent is established for each grade level on this examination and your performance on it becomes a part of your total record. A grade of A earns 4 quality points; B, 2; C, no quality points. A grade of D calls for a deduction of 2 quality points; a grade of F requires a reexamination at a subsequent regularly scheduled examination period. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

Planning a Schedule of Courses

Ordinarily you will plan your entire year's work and register only once during the year, with the privilege of making changes at the beginning of each term. All matters relating to registration are handled in the Registrar's Office.

Classes are scheduled in 70-minute periods five days a week, Monday through Friday. Most courses meet three times per week, but the number of sessions varies somewhat according to the requirements of particular courses as determined by the individual departments.

Registration for the interim term takes place in the spring term for upperclassmen and in the fall term for freshmen and upperclass transfer students. Scheduling during the interim term is more flexible than in other terms because you will take only one course and in most cases work more independently than in other courses.

Attendance

You are expected to make your personal contribution to the intellectual, religious, and social experiences of the College community through regular attendance at classes and the Community Issues and Values Program.

You are responsible to the faculty member concerned for your class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term. Should you find it necessary to drop a course, have your faculty advisor sign a drop slip which you may obtain from the Registrar's Office. Following the established procedure clears the instructor's record and prevents confusion about your academic standing.

Attendance will be recorded at Community Issues and Values meetings, and credit will be assigned on the basis of attendance.

English Proficiency Examination

One of the marks of an educated person is his ability to communicate effectively in writing; therefore you constantly will be encouraged to develop proficiency in the use of written English. Special laboratory opportunities are available for those who need to correct deficiencies.

A proficiency test in English is given to all sophomores during spring

term. For transfer students, and others who are making up a previous failure, the examination will be repeated in the fall term of the junior year. Passing this proficiency examination is required for enrollment in Independent Study, and for graduation. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its overall quality. Those whose writing is not satisfactory will be required to do further work in the English laboratory until they have attained an acceptable level of competence.

Dean's List

Soon after the end of each ten-week term, the Dean's Office publishes the Dean's List. It contains the names of the students who in that term achieved a standing of 3.25 or above in all work undertaken, with no grade below C.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed twenty or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed twenty courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

Transcripts of Credit

Upon authorization by the student, the Registrar will issue an official transcript to any designated individual or institution after all accounts have been satisfactorily settled. No charge is made for the first transcript when issued in the form adopted by the College. For each additional copy a prepayment of $1.00 is required. The Registrar's Office asks that requests for transcripts not be made during the busy opening and closing of school.

COURSES OF INSTRUCTION

The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim projects, then the course offerings of the individual departments, listed alphabetically. The term "course" or "projects" at Maryville College is used as a unit of measurement. Each full course is designed to occupy approximately one-third of a student's time during a ten-week term. The interim project, which occupies the student's full time for a three-week term, carries the same credit as one ten-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of 3 or 4 semester hours. A few courses, however, carry fractional credit (one-half, one-third) and will be so designated on the schedule.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201,202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in proper sequence.

INTERDISCIPLINARY COURSES

101. Humanities: Man's Search for Meaning
An introduction to the basic human questions about the meaning of life in both its ancient and modern settings, and the search for possible answers to that question through an investigation of such documents and thinkers as the Gilgamesh Epic, Genesis, Job, John, Plato, Pascal, Marx, Freud, Sartre, Camus, and Tillich.

102. Science Fundamentals
Those concepts which are the foundation of all science.

201. Fine Arts
A course designed to acquaint students with the various media of artistic expression and to confront them with the nature and meaning of the aesthetic experience.

201. Science and Technology
An interdisciplinary assessment of the use of scientific knowledge in areas such as communications, energy, war, privacy, and transportation.

220. Ethnic Studies
Folklore of the Appalachian Region (220a): Introduction to the identification, collection, and preservation of folk materials with field work in the local area. A Survey of Blackness in America (220b): The Black American's experience from slavery to the present, interpreted through the disciplines of history, sociology, psychology, religion, literature, and the arts.

301. Science Thought
The development of modern concepts of science and their impact on civilization. Prerequisite: Science 102 or any other laboratory course.

301. Non-Western Studies
A course which takes into account the growing need for a more informed and intelligent understanding of the non-western world. Focus each year on the history, culture, and contemporary problems of one specific area of Asia or Africa.

312. The Tremont Term
A program in which the student spends a ten-week term at Tremont Environmental Center, receiving three course credits: Program Participation (312a); Readings in Ecology (312b); and Environmental Learning and Curricula Design (312c). Prerequisite: successful completion of freshman year. Application for the Tremont Term must be made three months prior to anticipated participation in the program. Application is to be made to the Registrar.

INTERIM PROJECTS

Interim projects vary from year to year, depending upon the special interests of the students and faculty. A full description is contained in the booklet issued annually by the Interim Committee. Most of the projects involve research, writing, and seminar presentations on campus, but a number include travel away from the campus, in this country and abroad. The latter involve additional expense. Upperclassmen who want to pursue an individual project are invited to submit a proposal to the Interim Committee, under the terms outlined in the interim booklet. Freshmen are encouraged to participate in a group interim.

Interim projects are numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he takes the project. An interim project in psychology taken during the sophomore year, for example, is designated Psychology 200. At least one project must be taken in a discipline outside the student's major. All senior interims are in the major discipline. They may be individualized reading programs, seminars with other seniors in that discipline, independent research in the library or laboratory, field work experiences, or whatever the student and his advisor consider most profitable.

Typical interim projects have included the following:

From West End to Winter Palace (England and Russia)
The Desert in Winter (Southern Arizona)
Folklore of The Smokies

Where Do I Go From Here (Career Education)
Advanced Techniques in Photography
Textile Design
Modern India Through The Novelist's Eye
In Search of King Arthur (England)
Leather Craft
The Meaning of China's Revolution
Business Internships
Learning to Communicate With a Deaf Person
Women in Modern America
A Study of The Modern Dairy Farm
Behind The Scenes in Our Public Schools
Working With The Emotionally Disturbed

ART
ASSISTANT PROFESSORS BIANCO AND SWENSON

The study of art at Maryville must, by its very nature, be a highly personal experience. Courses are offered in basic areas, but the student's development in artistic understanding and expression will depend upon self discipline and independent effort.

Major in art: 10 courses. The student's individual needs and interests will determine the specific course requirements. The requirements in foreign languages may be met with any language. All senior art majors are expected to participate in the Senior Art Show. Art majors planning to teach in the public schools will need to schedule as electives the courses required for certification. See the Secondary Education section for the specific courses to be taken.

Art History

215. Ancient and Medieval Art
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. Renaissance Art
A study of the pictorial art, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

316. Contemporary Art
A study of the visual arts beginning in the mid-19th century and continuing to the present. The emphasis will be on the experimentation of the 20th century.

341. Seminar: Seventeenth Century to Twentieth Century Art
American (341a) and European (341b) given alternate years.

Studio Art

**This course is to be taken over a period of two consecutive terms with credit being given upon completion of the second term. This course will count as a half-course load each term and will meet twice weekly.

****201. Drawing and Composition**
Emphasis on basic drawing skills and introduction to the basis of sound design necessary for work in all media. Prerequisite to other studio art courses.

****219. Visual Theory and Art Criticism**
The study of basic design problems, stressing color, texture, and composition; application of these to forms related to advertising, crafts, painting and sculpture.

****301. Ceramic Sculpture**
An introduction to ceramic material and the development of form in three dimensional space.

****302. Painting**
An introduction to the use of color and the painting media.

****303. Advanced Studio**
A flexible course designed to allow the student the experience of a more intensive term in drawing, painting, ceramic sculpture, print-making, or applied design in jewelry, copper enameling, or weaving. May be repeated to a maximum of 3 courses. Applied design in jewelry offered fall term, copper enameling offered winter term and weaving offered spring term. Other advanced studio courses offered each term.

****304. Printmaking and Textile Design**
An introduction to the printing processes. Working with intaglio, relief, and planographic media.

351-352. Independent Study in Art
Individual study in either studio with an exhibit and a formal paper or in art history involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. Elementary Art Education
This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school. Not to be counted toward a major in art.

308. Secondary Art Education
This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

BIOLOGY

PROFESSOR SHIELDS, ASSOCIATE PROFESSOR RAMGER, AND MR. TAYLOR

Pre-professional major in biology: The sequence and course plan for the major in biology will be determined for the individual student as he prepares his program of study with his major advisor. Requirements in the related fields of mathematics, physics, and chemistry will also be determined on an individual basis.

Laboratory Fee: $10.00/course

201. Genetics
A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and evolution of living things. Laboratory: 4 hours/week

203. Spermatophyta
A study of the evolution and classification of the seed plants. Emphasis on local flora. Laboratory: 4 hours/week

205. Invertebrata

A study of the classification and distribution of principal invertebrate groups. Laboratory: 4 hours/week

206. Cryptogams

Ecological and taxonomic treatment of the Fungi, Algae, Bryophytes, and Ferns. Laboratory: 4 hours/week

209. Biology of the Environment

A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

302. Vertebrata

The evolution, classification and anatomy of the principle vertebrata classes. Laboratory: 4 hours/week

304. Microbiology

A study of bacteria and related forms. Stress on laboratory techniques. Laboratory: 4 hours/week

305. Developmental Biology

A study of the factors of morphogenesis in plants and animals. Laboratory: 4 hours/week

310. Field Biology

Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake.

351-352. Independent Study in Biology

Independent research is the privilege of all majors. Each student designs and carries out a unit of research in an area of his choice and prepares a paper as for publication in a scientific journal.

401. General Physiology

A study of the basic physiological processes in plants and animals. Laboratory: 4 hours/week

402. Ecology

A study of ecological principles as they relate to the distribution of plants and animals. The Great Smoky Mountains National Park and the lakes of the Tennessee Valley Authority serve as the laboratory.

403. Biochemistry of the Cell

A detailed study of the cell as a biochemical unit of structure and function. Emphasis on energy transfer, structure and properties, macromolecules versus cellular morphology, and molecular biology of nucleic acids and proteins. Special topics include effects of radiation on the cell and prebiological evolution. Identical with Chemistry 403. Laboratory: 4 hours/week

CHEMISTRY
ASSISTANT PROFESSORS NAYLOR AND RHODES

The curriculum in chemistry follows a topical organization rather than the usual pattern of the conventional subject-matter fields such as inorganic, organic, analytical, and physical. The purpose of this topical pattern is to emphasize the nature of theories which help to organize chemical thinking rather than the packaging of information into the separate subject-matter fields. In this manner the curriculum can be more flexibly focused on the relationships which are fundamental to a good understanding of chemical principles. An additional aim of this curricular pattern is to place a continual emphasis on the theory, limitations, and usefulness of analytical techniques as they are used to help answer chemical questions rather than to teach them separately in purely analytical courses. In all upper-level courses laboratory work is carried out in an open-ended project fashion so that students have the opportunity to plan their own experimental work as well as to perform it.

A program of chemical study in line with the goals outlined above and the courses detailed below will provide excellent preparation for graduate study in chemistry or related fields, as well as serving as a foundation for the teaching of chemistry in high schools or for enrollment in a medical school program (with additional courses in biology). In addition, most of the courses include discussion of the applications of chemical principles and techniques in biology, environmental science, medicine, space sciences and other areas, thereby orienting the chemistry major and the non-major to the use of chemistry as a tool to be applied to real-life problems.

The following listing of Maryville College courses and equivalent traditional subject matter in chemistry is provided as an aid to those taking chemistry courses to fulfill pre-medical or other preprofessional program requirements and to those wishing to evaluate a student's background in terms of traditional fields of chemistry:

Chemistry 201/202:	general chemistry, one year
Chemistry 201/203:	inorganic chemistry, one semester
Chemistry 203/301:	organic chemistry, one year
Chemistry 202/302:	analytical chemistry, one semester
Chemistry 303/401/402:	physical chemistry, three semesters
Chemistry 302/402:	advanced organic chemistry, one semester
Chemistry 403:	biochemistry, one semester.

Major in chemistry: The course schedule for the chemistry major will be planned by the individual student with his major advisor. Requirements in the related fields of mathematics, physics, biology, and psychology will also be determined individually. Well-prepared science students may begin the chemistry sequence in the freshman year. The student contemplating graduate work or employment in chemistry will generally take 10 chemistry courses, including chemistry 351-352, and 6 courses in physics and mathematics. Languages taken in fulfillment of the core may be French or German with German preferred.

201. Principles of Chemistry
An introduction to the fundamental principles which govern chemical behavior: the elements and their compounds, stoichiometry, kinetic molecular theory of gases, thermodynamic relationships, atomic-molecular theory and structure, periodicity, chemical bonding, and intermolecular interactions. Laboratory work stresses development of experimental technique and the ability to interpret empirical data through applications of the above principles. Prerequisite or corequisite: Math 101.

202. Chemical Equilibrium
An introduction to chemical equilibrium processes and to the mechanisms by which they are attained. Topics include: kinetic molecular theory of liquids, general equilibria, acid-base equilibria, solubility equilibria, kinetics and mechanism. Quantitative analysis is of primary concern in the laboratory.

203. Chemical Structure
Nomenclature and structure of compounds are examined in two sections: (1) inorganic compounds, including coordination chemistry, hybridization, bonding, solids, and crystal structures and (2) organic compounds and reactive intermediates, including stereochemistry, conformation, conjugation, and aromaticity. Laboratory work deals with synthesis of these compounds and introduces several advanced analytical techniques.

301. Structure versus Function
A comprehensive treatment or the chemistry of "organic" or carbon compounds, based upon elementary principles of chemical kinetics and upon reaction types (substitution, elimination, addition). Some emphasis upon biological and medicinal applications. Laboratory work involves synthesis and analysis of carbon compounds with attention to structure-reactivity relationships.

302. Spectroscopy
A study of the utility of electromagnetic radiation in the deduction of the structure and/or the environment of chemical molecules. Theoretical considerations and interpretation of spectra are treated with regard to nuclear and electron magnetic resonance, infrared, ultraviolet, and mass spectroscopy. Laboratory work includes use of spectroscopic techniques.

303. Thermodynamics
A detailed study of the properties of chemical systems at equilibrium. Thermodynamic properties are introduced through the study of gases and through applications of the laws of thermodynamics to phase equilibria, chemical equilibria, and electrochemical cells. Opportunity is provided to deal experimentally with thermodynamic systems in the labortory. Prerequisite: Math 103.

351-352. Independent Study in Chemistry
A two course sequence under the supervision of one of the staff members. The work involves a combination laboratory-library approach to the solution of an original research problem. Credit for 351-352 may be obtained by participation in the Argonne Semester (see Off-Campus Experiences).

401. Chemical Bonding
An advanced study of the electronic structure of atoms and molecules through applications of quantum mechanics. The molecular orbital and valence bond theories are employed to elucidate the nature of chemical bonds as well as other atomic and molecular properties. Laboratory work concentrates on computer ap-

plications of quantum mechanical techniques to the prediction of chemical reactivity and other physical properties of small, polyatomic molecules and larger, conjugated systems.

402. Reaction Dynamics
Chemical kinetics is examined with emphasis on the role of molecular level processes in the determination of reaction mechanism. Discussion areas are: empirical laws of kinetics and data analysis, theories of chemical kinetics, gas-phase mechanisms, solution kinetics, catalysis, photochemistry, and molecular beam dynamics. Spectroscopy as well as other analytical methods are employed for the acquisition of kinetics data in the laboratory.

403. Biochemistry of the Cell
A detailed study of the cell as a biochemical unit of structure and function. Emphasis on energy transfer, structure and properties, macromolecules versus cellular morphology, and molecular biology of nucleic acids and proteins. Special topics include effects of radiation on the cell and prebiological evolution. Identical with Biology 403.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR PRICE, ASSISTANT PROFESSOR METCALF, AND MESSRS. McDADE, DREWRY, STURGEON, CRAWFORD AND DAVIS

The Loyd and Mildred Langston Chair of Business Administration was established in 1974.

Students, without impairing the values of a liberal arts education, may major in either economics or business administration.

The major program in business administration prepares a student for postgraduate work in this and related fields, or for possible immediate entry into any of a range of careers including business, banking, junior management, government service, accounting, marketing, and insurance. The required courses enumerated below include an independent study project in any relevant area of particular interest to the individual student. In addition, opportunity *may* be provided for a 10-week business internship, carefully planned and supervised, designed to give the business major perspective and practical experience in a field of his choice.

Major in business: 12 courses, including Economics and Business Administration 201, 215-216, 302, 321, 322, 341, 342, 343, 344, and 351-352. Related courses required are Mathematics 101 and 102 or 208 and 209, Computer Science 218, and two of the following three courses: Political Science 201, Sociology 201, and Psychology 321.

The major program in economics provides a foundation for graduate study in numerous fields including economics, banking, finance, management, accounting, statistics, marketing, and law; or for direct entry into one of a number of fields including research, secondary school teaching, civil service, business, banking, accounting, insurance, and statistics.

Major in economics: 12 courses including Economics and Business Administration 201, 215-216, 221, 302, 321, 322, 331, 345, 346, and 351-352. Related courses required are Mathematics 101 and 102 or 208 and 209, Political Science 201, Sociology 201, and History 221 or 222.

201. Principles of Economics
An elementary survey of economics principles and institutions. Topics include supply and demand models, and basic principles of macroeconomic and microeconomic theory.

215-216. Accounting
Fundamental principles and practices of accounting.

221. Economic Development
Economic inertia, change, and growth in traditional, command, and market societies. And study of problems raised—for the emerging nations and for the world as a whole—by revolutionary events of the last two centuries.

302. Management
An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions. Analysis of the management functions of planning, organizing, staffing, directing, and controlling. Particular emphasis is placed on managerial problems and opportunities in the small corporation. Identical with Political Science 302.

321. Macroeconomics
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates. Prerequisite: Economics 201.

322. Microeconomics
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units; the nature and behavior of cost, price, and output. Prerequisite: Economics 201.

331. Government and Business
A study of the economic, legal and political relations between business and government in the United States.

341. Business Law
An introduction to the legal system and a study using actual cases of torts (negligence, defamation, etc.), contracts, agency and employment relationships, and commercial paper (checks, etc.).

342. Marketing
An analysis of decisions and plans involving the 4 P's of marketing—product, place, price, and promotion—necessary in consumer-oriented organizations, which collectively lead to consummation of the exchange act.

343. Business Administration
A broad introduction to the field of business. Concentration on small business utilizing text book, case study, and live case participation.

344. Business Finance
Principles of financial management. Analysis of business results and forecasting. Management of current assets and capital budgeting. External sources of funds. Prerequisites: Economics and Business Administration 201, 215, 216.

345. Seminar: Selected Topics in Economics
A seminar which focuses upon timely topics in national or international economics

not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisites: Economics 201 or permission of the instructor.

346. History of Economic Thought
A survey of the development of economic thought from ancient civilizations to the 20th century. Special attention given to economic thought since 1776.

351-352. Independent Study
Individual study in economics or business, with the guidance of a faculty supervisor and some emphasis on command of the forms and usages of a formal paper. Opportunity for each student to pursue a major individual interest. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

EDUCATION

ASSOCIATE PROFESSOR SHERER, ASSISTANT PROFESSORS BACON AND POLLIO, AND MR. MILES

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole and not of the Department of Education alone. The program of preparation for teaching combines liberal arts courses, specialized studies, and professional training.

Students interested in being certified to teach are screened for admission to the teacher education program during the winter term of their sophomore year. Admission to the program (level one screening procedure) is dependent upon satisfactory ratings in several areas: academic, health, personality and social adjustment. Academic standards include a 2.2 cumulative grade point average and a 2.5 grade point average in both education and in the major field.

Requirements for teaching certificates vary from state to state. The teacher education programs at Maryville College are designed to meet certification requirements in Tennessee and most other states, but the completion of these programs does not automatically qualify students for certification in states other than Tennessee. Information about specific state requirements may be obtained in the Department of Education office. Careful advance planning is essential to make sure that all general education, teaching field, and professional education requirements for certification are met. Applications for Tennessee certificates should be filed with the Registrar, who is the certifying officer of the College.

Elementary Education

Major in elementary education: Education 208, 211, 321, 322, 323, 331, 351-352. Related courses required for the major in elementary education: Art 208, Biology 209, English 208, Geography 303, Mathematics 206-207, Music 306, Physical Education 331, Psychology 201, 211. Additional requirements: Weekly Seminar—in which students participate during the term of their student teaching; Teacher's Preparatory Course in Handwriting, a non-credit correspondence course in both manuscript and cursive handwriting.

Provisions for obtaining certification in the field of early childhood education may be made on an individual basis for students in elementary education. Interested students should contact Professor Sherer.

Secondary Education

Professional requirements: Education 208, 211, 301, 303, 332, Psychology 201. The student should major in the subject he wishes to teach. Maryville College offers the following teaching fields: art, Bible, biology, business, chemistry, economics, English, health and physical education, history, mathematics, music, physics, political science, psychology, sociology, and speech. It is recommended that students have two teaching fields. It is required for the following teaching fields: Bible, business, economics, political science, psychology, sociology and speech.

Information about special requirements for certification to teach art, music, and physical education for grades 1-12 may be obtained from the respective department.

Student Teaching

One term of the senior year is devoted to student teaching in one of the area elementary or secondary schools. A minimum of 300 hours is spent in observing, assisting, and teaching.

Associated with student teaching is a required program known as the "September Experience," in which the student observes and assists in a public school at the beginning of the school year.

Formal application for student teaching is made during the winter term of the junior year and is included in the screening procedures necessary for retention in the teacher education program (level two screening procedure). Students must complete both levels of the screening procedure in order to be accepted into the student teaching program.

In addition to the requirements mentioned for acceptance into the teacher education program, a student must complete all required professional courses except Education 208 and 303, and must meet departmental course requirements in the teaching field, prior to student taching.

Student teaching is a full-time responsibility, and students should reduce to a minimum their participation in campus and outside activities. In order to participate in any on-campus or community activity during the school day, the student teacher must obtain prior approval from the Teacher Education Council.

Students are responsible for their own transportation to and from schools while student teaching. A $30 supervisory fee is payable at the time of registration.

GENERAL EDUCATION COURSES

208. Foundations of Education
Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. Educational Psychology
Consideration of the principles of learning and cognitive theories and their application in the classroom. Implementation and evaluation of strategies for creating a desirable learning environment. Consideration of educational testing and measurement, and the interpretation of educational and psychological data. Prerequisite: Psychology 201.

ELEMENTARY EDUCATION

321. Curriculum and Social Studies in Elementary Education
A study of curriculum development reflecting societal changes, knowledge of research, learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. Science, Health, and Mathematics in Elementary Education
A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction. Weekly observation and participation in public school classrooms. Prerequisite: Education 321.

323. Reading and the Language Arts in Elementary Education
A study of comparative approaches to language arts instruction which are skill-oriented and goal-directed. Emphasis on differentiation of instruction to enrich and extend language experience in grades 1-9. Weekly observation and participation in public school classrooms. A noncredit correspondence course in manuscript handwriting must be completed by the end of the course. Prerequisite: Education 321, 322.

306. Early Childhood: Cognitive and Language Development
A self-directed course designed to study the relationship of developmental characteristics to cognitive and language development. In-depth reading of Piagetian theories stressed. Observations in kindergarten an integral part of course.

307. Early Childhood: Guiding Learning
A self-directed course in which the student makes functional application of developmental theories to curriculum development.

331. Student Teaching in the Elementary School
Teaching experience in an elementary school classroom. Prerequisites: Education 211, 321, 322, 323 and completion of correspondence course in manuscript and cursive handwriting. See descriptive statement on page 41.

351-352. Independent Study in Elementary Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in elementary education.

Secondary Education

301. Principles of Secondary Education
Principles of teaching in the secondary school with particular emphasis on curriculum, guidance, and the teacher's role in the community. Prerequisite: Education 211.

303. Methods in Secondary Education
The techniques of high school teaching, including methods, materials, guidance, classroom management. Demonstration and use of educational media. Ordinarily taken concurrently with Education 332.

332. Student Teaching in the Secondary School
Teaching experience in a secondary school classroom. Prerequisite: Education 301. See descriptive statement on page 41.

ENGLISH AND SPEECH-THEATRE

PROFESSOR BLAIR; ASSOCIATE PROFESSORS BECK, BUSHING, AND FOWLER; ASSISTANT PROFESSORS CATE AND JONES; AND MR. POWELL

English

Major in English: 10 courses above 121, 122, and 105, including 311 and 351-352. Students who plan to teach English in high school are advised to take American Literature (221) and Oral Interpretation (Speech 203). Required related courses: History 211, 212, which should be taken before the period courses 331 through 336. Recommended related course: Philosophy 201 or 202. The requirement in foreign languages will be met preferably with French or German, especially for students who plan to go to graduate school.

104. Fundamentals of English Usage
Emphasis on the essentials of English. Prerequisite to English 105 for students who demonstrate by the freshman entrance test that they need further preparation for the demands of college-level courses.

105. Composition and Research
Instruction in organization, research method, and composition; readings in contemporary literature. Required of all freshmen in the fall term except as noted under "Core Curriculum."

121, 122. Western World Literature
A two-term course designed to acquaint the student with some of the Western World's literary masterpieces in English translation and a selection of outstanding English and American literary works: readings, discussion, and critical composition. To be taken concurrently with History 121-122. Prerequisite: English 105 or equivalent.

208. Children's Literature
A course designed to acquaint students with literature for children, its authors and illustrators. Attention to the criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

220. Advanced Composition
Development of an individual style through practice in effective English usage; study of different types of creative and practical writing with individual instruction and criticism.

221. American Literature to World War I
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. Introduction to the Study of Language
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. English Literature of the Middle English Period
Emphasis on Shakespeare.

333. English Literature of the Seventeenth Century
The prose and poetry of the seventeenth century to Dryden; emphasis on Milton.

334. English Literature of the Eighteenth Century
Special attention to the writing and influence of Dryden, Pope, Swift, Johnson and Boswell.

336. English Literature of the Nineteenth Century
Emphasis on the major poets and prose writers, both Romantics and Victorians, as seen against the aesthetic and historical movements of the times.

341. Seminar: Literary Genres
Drama (341a) and the Novel (341c) to about 1900 and Literary Criticism (341b), in rotation.

342. Seminar: Twentieth Century Literature, British and American
Drama (342a), the Novel (342b), and Poetry (342c), in rotation.

351-352. Independent Study in English
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Speech-Theatre

Major in Speech-Theatre: 10 courses, including 203, 321, 351-352. Related courses required for the major: English 311, 342, and either 341a or 342a; Psychology 201; and one or more courses in philosophy or the social sciences in consultation with the advisor. Any foreign language may be taken to fulfill the language requirement. Each major is required to participate in either forensics or the Playhouse for at least six terms.

101. Fundamentals of Communication
Basic communication theory and practice. Recommended as an elective for all students. Prerequisite: English 105.

201. Advanced Public Speaking
Development of individual effectiveness and style as a speaker through critical analysis of contemporary public address. Prerequisite: Speech 101 or permission of the instructor.

203. Oral Interpretation
Practice in the expressive reading of literature to develop insight and personal ability to share it with an audience. Practice in individual reading and lecture recitals.

210. Introduction to Theatre
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

211. Play Production: Stagecraft
Theory and practice of scenery construction, painting and stage lighting (211a), costume construction, design, and makeup (211b). In rotation.

212. Acting
Theory and principles of acting. Designed to meet the needs of those directly concerned with theatre production, but valuable also for liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

311. Play Production: Directing
An advanced course in the theory and practice of play production. Consideration of the director's role in the theatre with specific reference to the selection and analysis of a play, organization procedures, and direction of the actor.

312. History of the Theatre
A study of the historical evolution of theatre and dramatic literature from the Greeks to Ibsen, the realistic theatre to the Avant Garde. Special emphasis on new dramatic forms, evolution of physical theatres and staging, and personalities of each period. Not restricted to majors.

321. Seminar in Speech-Theatre
Individual research problems in theatre (321a), public address (321b), radio-television (321c), offering extensive reading, discussion, and research. In rotation.

351-352. Independent Study in Speech-Theatre

FOREIGN LANGUAGES

PROFESSOR COLLINS, ASSOCIATE PROFESSOR CARTLIDGE, ASSISTANT PROFESSORS MARTIN and HANSON

The study of foreign languages offers an enriching experience in new means of communication and thought and in cultural patterns different from our own. At the same time it involves the acquisition of specific language skills more and more useful in a closely interrelated world. For students majoring in other fields, the study of foreign languages opens the way to broader, more exciting opportunities within a chosen profession.

Major in foreign languages: 10 courses above 101-102 in one language. Maryville offers on its own campus a complete major only in Spanish. Those who want a major in French should plan to spend the junior year in France, and all students majoring in languages are advised to spend at least one semester in a foreign institution where the particular language is the native tongue. Courses taken in a foreign institution, including courses in such subjects as art, philosophy, and history, will be credited toward the degree from Maryville. In recent years students majoring in foreign languages at Maryville College have studied in Colombia, France, Germany, Mexico, Spain, and Switzerland. Many other opportunities are available, at no greater cost than study in the United States.

The elementary and intermediate foreign language courses stress oral use of the language. The 48-position language laboratory offers the opportunity for listening and speaking practice.

French

101-102. Elementary French
Basic speech patterns and grammatical structure.
201-202. Intermediate French
Expansion of basis skills with emphasis on reading.

German

Classes arranged upon sufficient demand.

Greek

101-102. Elementary Greek
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201, 202. Reading and Interpreting the Greek New Testament
The characteristics of koine Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Spanish

101-102. Elementary Spanish
Basic Speech patterns and grammatical structure.

201-202. Intermediate Spanish
Expansion of basic skills with emphasis on reading.

301. Conversation

302. Advanced Spanish Grammar

310. Introduction to Spanish Literature
Selected readings in different genres.

311, 312. Survey of Spanish Literature
The principal works of Spanish literature from the Middle Ages to the present.

315. Latin American Civilization and Literature
A study of the civilizations and contemporary literature of Central and South America. Some of the reading material will be in English. This course is especially designed for majors in other fields.

331. Seminar: Modern Spanish Literature
A special reading program with the guidance of a faculty supervisor subject to the approval of the student's major advisor.

351-352. Independent Study in Spanish
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

GEOGRAPHY

MRS. COBB

303. Cultural Geography
An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.
An individual study project that will have as its end result the presentation of a well-researched thesis or an approved project in speech, theatre, radio, or television. Ordinarily taken in the fall and winter terms of the senior year.

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

ASSOCIATE PROFESSORS BAIRD, BOROVIAK AND LARGEN; ASSISTANT PROFESSOR JORDAN; MS. BROWN, MESSRS. TAYLOR AND THIBODEAU

Man is most truly human when he plays, and it is his ability to play which reveals his humanity. The world famous psychiatrists Karl and William Menninger note that the person who cannot play is very close to losing touch with reality, and the first sign of a return to wholeness is the interest in play. William Menninger said, "I also wish to point out the fact that the most constructive and beneficial play is something that has to be learned and is not likely to be an accidental ability or an inherited trait." Both the quantity and quality of one's play affect his life in a critical manner; therefore a high level of adult play (ludus) gives physical, mental, and emotional benefits which can be obtained in no other manner.

It is in the light of this concept of ludus that the Physical Education, Recreation and Athletic Programs of Maryville College are formulated. Each program contributes uniquely to both the quantity and quality of the play development of a student, and each program is necessary if all students are to be served. This is especially appropriate in a liberal arts setting where there is concern for the whole person. Physical Education activity classes give opportunity for learning new skills or improving elementary ones; recreational programs (intramurals, club teams, free play) provide a time for all students to use skills already learned, despite the level of attainment; intercollegiate athletics provide the highly skilled, motivated, and competitive student with an environment not found in either class or recreational settings.

The Core Requirement

I. *Health Science (HPER 101)* (Required)
This course is required of all students and should be taken sometime during the freshman or sophomore year. (1 Course Credit)

II. *Aquatics* (Required)
Demonstration of elementary and survival swimming skill is required for all students. A screening test is given to all freshmen during orientation week.

Medical Examination

Proof of a recent medical examination must be presented as the student enters the college. Students should take the initiative in alerting the instructor of any limiting physical condition.

Elective Physical Education Activity Classes

The department offers an elective physical education program for students desiring to develop skills in lifetime leisure activities.

Classes meet three times a week, receiving ½ course credit. Students may take the course either for a letter grade or on an S-U basis. Grades are computed into the

student's GPA and no more than two course credits (4 activity courses) may be counted toward the graduation requirement.

Course Offerings

Course offerings are dictated by student interests; therefore, all courses are not offered every year. Students should indicate particular interests to the department chairman. All classes are offered on a co-ed basis.

Aquatics

106. Elementary Swimming
107. Intermediate Swimming
108. Advanced Swimming
109. ARC Advanced Life Saving
110. Water Safety Instructor (Prerequisite 109)

Dance

116. Folk Dance
118. Modern Dance
121. Social Dance

Team Sports

126. Basketball
128. Field Hockey
129. Soccer
131. Softball
133. Volleyball

*Additional fee required.

Lifetime and Individual Sports

141. Archery
144. Badminton — Elementary
145. Badminton — Intermediate
*147. Bowling — Elementary
*148. Bowling — Intermediate
150. Fencing
153. Golf — Elementary
*154. Golf — Intermediate
155. Tumbling/Gymnastics I
156. Tumbling/Gymnastics II
160. Handball — Elementary
161. Handball — Intermediate
163. Racquetball — Elementary
164. Racquetball — Intermediate
166. Tennis — Elementary
167. Tennis — Intermediate
169. Tumbling
170. Weight Training and Figure Control
180. Camping and Outdoor Education

PROFESSIONAL PROGRAMS

The department offers majors in Physical Education and in Recreation.

Physical Education Teacher Certification

Major in Physical Education: Ten (10) courses above the 100 Series, including HPER 218, 219, 221, 331, 334, 336, 341a, 351-2, and 445. Related courses required for this major are Math 101*, 102 or 208, 209; Chemistry 201; and Biology 401.
For Teacher Certification Requirements, see description in Education section.
*If student is exempted from Math 101, then Math 102 and 209 may be taken to fulfill the core requirement.

Recreation and Leisure Education

Major Requirements: 10 courses above 102, including HPER 211, 221, 331, 335, 336, 341b, 351-2, and Internship 337. Required related courses include Psychology 201, 321, Sociology 201, and Speech 101.

Students interested in specialized areas such as Commercial Recreation, Industrial Recreation, Church Recreation, Camping and Outdoor Education, or Recreation for the Handicapped or Disadvantaged should consider developing an Individualized Major.

Individualized Physical Education Major for Exercise Therapy, Rehabilitation, and Pre-Physical Therapy

This course of study is for persons interested in working as exercise leaders in activity programs of prevention, intervention and cardiac rehabilitation. This program would permit graduates to be employed as exercise leaders in hospitals, private clinics, and Y.M.C.A.s or to pursue graduate work in physical therapy, exercise therapy, and/or occupational therapy.

Required Courses (above the 100-level) include HPER 211, 219, 221, 341, 350, 351-2, and 445. Related courses required for this major will be from the areas of Chemistry, Physics, Biology, Psychology, and Mathematics depending upon the student's background and career interest.

Athletic Coaching Concentration

The program is designed for students not majoring in Physical Education who are interested in athletic coaching. Emphasis is given to providing a basis upon which a coaching career may be established. Those completing requirements will receive a certificate of coaching which will be recorded on their permanent record.
Required Courses: Three (3) courses including HPER 211, 233, and Interim 200 or 300 (Care and Prevention of Athletic Injuries).

Interested students desiring to integrate this area of concentration with their major, see department chairman.

101. Health Science
This course is designed to provide the student with knowledge of himself and the environment as it relates to his own physical, mental, and emotional health. Fundamentals of physical fitness are introduced as a continuum of health concepts in the classroom with practical sessions in the laboratory and gymnasium.

102. Introduction to Physical Education and Recreation
A study of the meaning of play and leisure in the life and culture of man with emphasis on historical and philosophical foundations, aims and objectives, and agencies and programs dealing with play and leisure.

211. Standard First Aid and Personal Safety
A course designed to promote safety consciousness and to provide competence in first aid knowledge and technique, culminating in standard first aid certification.

218. Principles and Curriculum Development in Physical Education
Principles and curriculum development in physical education programs for grades K through 12. Practicum required.

219. Anatomy and Structural Kinesiology
An in-depth study of the human anatomy and its component systems with special emphasis on joint-muscle function relative to movement. Dissection. Laboratory required. To be taken before Biology 401.

221. Special Physical Education, Recreation, and Motor Learning
Classification of atypical students with corrective, adaptive, and developmental programs studied. Study involves the analysis of motor learning as it applies to skill acquisition. Practicum and Laboratory required.

233. Athletic Coaching
Analysis and study of the coaching profession: financial, philosophical, policy determination, programming, psychological, social, and other related areas. Practicum required.

331. Leadership in Activities: Elementary Age Level
Attention to developing leadership in play activities appropriate to the elementary age child. Practicum required. Prerequisite 218.

334. Philosophy, Organization, Administration, Supervision in Physical Education.
A consideration of these areas as they apply specifically to Physical Education programs.

335. Philosophy, Organization, Administration of Recreation and Leisure-Serving Agencies
Attention to developing a philosophy of recreation and leisure. Study of organization and administration of programs found in leisure serving agencies. Understanding policies, practices, procedures of administering recreation and leisure programs.

336. Methods and Materials of Individual, Dual, and Team Sports
Prerequisite 218.

337. Internship in Recreation
A field experience with agencies involved in recreation and leisure type programs. One term (3 course credits). Prerequisite: 331, 336.

341. Seminar (alternating topics)
(a) Measurement and Evaluation in Physical Education. Study is directed toward the use of basic statistical procedures and their application to the evaluation of programs in physical education, test construction, and professional research. (b) Program Planning in Recreation. A study of the program fields in recreation in relation to programming priniciples, planning objectives, structural organization purposes and values of types of activities, and program evaluation. Practicum required.

351.352. Independent Study in Physical Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

445. Physiology of Exercise and Bio-Mechanics
A study into the functions of the body in muscular work; physiological aspects of fatigue, training, physical fitness and the mechanical principles governing human motion. Prequisite: Biology 401.

Intramural and Extramural Athletics

Extensive intramural sports programs are conducted for men and women. Men's activities include flag football, soccer, basketball, volleyball, softball, tennis, handball, and racquetball. The women's intramural program is based on a point system of awards through tournament participation in team and individual sports: hiking, swimming, bicycling, soccer, flag football, volleyball, basketball, water polo, softball, tennis, racquetball, and table tennis. Coed volleyball is also included in the intramural program. All students are encouraged to participate in the intramural programs.

Extramural sports in Soccer and Handball are offered on a Sports Club basis.

Intercollegiate Athletics

The College is represented by intercollegiate teams for men in baseball, basketball, football, tennis, track and wrestling; and for women in basketball and volleyball. Men's soccer and women's tennis are played intercollegiately as "club sports." Control of intercollegiate athletics is vested in the same body within the College which shares

in the control of the total academic life. As a member of the National Collegiate Athletic Association, the College is guided in its intercollegiate program by the standards of eligibility regulations of the Association.

HISTORY

PROFESSOR WALKER, AND ASSOCIATE PROFESSORS KRATZ, LEWIS, AND PARKER

History is a humanistic discipline. The study of history aids the student in achieving a sense of perspective and in gaining a view of man in his complexity. It offers a release from presentism through exposure to other epochs and other cultures. The major program in history at Maryville College provides a basis for graduate study or for secondary school teaching as well as serving as a valid preparatory major for law, the ministry, journalism, library or public service.

Major in history: 10 courses above 121-122, including 211, 212, 221, 222, 310 or 313, 321, 332, 351-352. Related courses required for the major in history: 3 courses to be chosen from Economics 201, English 221, Philosophy 201, 202. Political Science 201, Sociology 201. French is recommended to fulfill the language requirement, although another language will be accepted.

121. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 121.

122. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 122.

208. Foundations of Education
Historical, philosophic and social foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. English History
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. History of the United States to 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-continental experience, and the North-South struggle.

222. History of the United States Since 1865
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

310. Seminar: Ancient History (Greek or Roman)
Concentration 1976-1977: Roman History—Investigation of the rise to world power of a pioneer city state and its subsequent transfirmation. 1977-1978: Greek History —Search for freedom, Minoan through the Hellenistic Age.

313. Medieval European History
Search for Community: European genesis in the decaying Roman Empire. Attempts at socio-economic syntheses under the auspices of the Church, Empire, Feudal Institutions and Nation State.

321. The European World in Recent Times
A study of the diplomatic, economic, cultural, and ideological events and trends of Europe in world affairs since the end of the Franco-Prussian War.

331. American History Seminar
A course for which the subject matter will change from year to year. Topic for 1976-1977: America in the Twentieth Century.

332. Early Modern European Seminar
A course whose content will vary from year to year, focusing on world problem areas in historical perspective. Focus 1976-1977: Russia in Historical Perspective. (Not one of the 10-course major sequence)

351-352. Independent Study in History
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

INTERPRETER TRAINING
MRS. YOUNG AND MISS GRIFFIN

An individualized major in interpreter training has been designed to prepare students for a profession of interpreting for hearing impaired people or to provide skills useful in communicating with hearing impaired clients in medicine, law, religion, teaching, counseling, psychotherapy, etc. Upon completion of the major, the student should be prepared for one or more levels of certification by the Registry of Interpreters for the Deaf.

The major in interpreting will include American Sign Language 101, 102; Interpreting 201, 202, 350; Practicums 343a, 343b; Independent Study 351, 352. In addition the student will include the following courses as related courses: Psychology 201, 306, 307, 308, 321 and 331.

101. American Sign Language
The manual language used by most American hearing impaired adults and the basic language from which other sign systems evolve. Fingerspelling, gestures and mime are also included in this course.

102. American Sign Language
The expansion of sign vocabulary to include English and deaf idioms and their proper use in both languages. Prerequisite: American Sign Language 101 or demonstration of proficiency and permission of the instructor.

201. Interpreting
A survey course introducing the student to the six major areas of interpreting, the various systems of signing, ethics, and some laboratory type interpreting experiences. Prerequisite: American Sign Language 102 or demonstration of proficiency and permission of the instructor.

202. Interpreting
Laboratory type classes with some lecturing. Students will interpret from audio cassette tapes for the purpose of refining skills in the area of interpreting and translating. Video tape equipment is used for both expressive and receptive skills training. Prerequisite: Interpreting 201.

350. Interpreting
A reading course designed by the advisor for the purpose of broadening the background of the student in the area of deafness.

343a. Practicum
The student will observe a variety of interpreters in different types of situations with a written report due at the end of the term. (Students are responsible for their own transportation to and from interpreting assignments during practicums.)

343b. Practicum
The sudent will select one area (or if interested in community interpreting, several areas) in which the term will be spent actually interpreting.

351-352. Independent Study
Independent research is required of all majors. With the guidance of a faculty advisor, each student is expected to design and carry out a unit of research in an area of his or her choice and to record the results in a formal paper.

The following courses in psychology have been especially designed for the major in interpreter training:

306. Introduction to Audiology
Attention to the anatomical features of the ear and the physiology of hearing. Special attention is given to various types of auditory pathology, etiologies, and habilitation. Audiometric testing procedures are reviewed with students obtaining practical experience in auditory evaluation.

307. Psychology of Deafness
A study of the psychological effects of deafness including the emotional development of the hearing impaired child. The acquisition and use of language is emphasized in the course. Prerequisite: Psychology 306.

308. Counseling With the Hearing Impaired
An introductory study of the principles and techniques of counseling with both hearing impaired children and adults. Attention is given to psychological testing and interviewing, including practical experience. Prerequisite: Psychology 306, 307.

MATHEMATICS AND PHYSICS
ASSOCIATE PROFESSORS DENT AND LOVE AND
ASSISTANT PROFESSOR NICHOLS

Mathematics

Major in mathematics: Mathematics 103, 201, 301, 302, 303, 351-352, 401, 402. Related course required for the major in mathematics: Physics 201, 202 or Computer Science 218, 219. French or German is recommended for students planning to attend graduate school.

101. Introduction to Mathematical Analysis
Alegebra, functions, set theory, trigonometry, and analytic geometry. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. Calculus I
Limits, the derivative and its applications, integration. Prerequisite: Mathematics 101 or permission of the department.

103. Calculus II
Integration, the definite integral and its applications, transcendental functions, techniques of integration. Prerequisite: Mathematics 102.

201. Calculus III
Solid analytic geometry, vectors, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 103.

203. Differential Equations
Differential equations of the first order and first degree, equations of higher order,

existence of solutions, solutions by series methods, numerical approximation of solutions. Prerequisite: Mathematics 201.

206. Mathematics for Elementary Teachers I
Structure of the number system, algebra, geometry. Material designed to meet the needs of students in elementary education.

207. Mathematics for Elementary Teachers II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

208. Introduction to Finite Mathematics
Sets, probability, vectors, matrices, convex sets, and linear programming.

209. Statistics
Frequency distributions, averages, correlation, regression, testing hypotheses, chi square, ANOV. This course is designed for students in biology, psychology, or the social sciences. Prerequisite: Mathematics 208 or permission of the department.

301. Linear Algebra
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. Modern Algebra
Introduction to abstract algebra, groups, rings, integral domains, fields.

303. Selected Topics in Mathematics
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from geometry, probability and statistics, theory of numbers, topology, and numerical analysis.

351-352. Independent Study in Mathematics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the following fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department.

401. Real Analysis I
Theory of limits, continuity, differentiation, integration, sequences and series. Prerequisite: Mathematics 201.

402. Complex Analysis
Complex numbers, limits, continuity, analytic functions, power series. Prerequisite: Mathematics 401.

Physics

Major in physics: Physics 201, 202, 301, 302, 311, 312, 351-352. Related courses required for the major in physics: Mathematics 103, 201, 203, 301; Chemistry 201, 303, 401; Computer Science 219. The requirement in foreign language may be met with German or French. Any freshman who thinks he will major in physics (or any of the sciences) must begin his mathematics fall term of his freshman year.

201. Physics of Motion and Heat
A study of Newton's laws of motion, laws of conservation of energy and momentum, physical properties of matter, and heat. Laboratory exercise to demonstrate the principles being studied. Prerequisite: Mathematics 103.

202. Physics of Oscillations and Electricity
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and

DC and AC circuits. Laboratory exercise to demonstrate principles being studied. Prerequisite: Mathematics 103.

301. Theoretical Mechanics I
A study of particles and rigid body dynamics, free and forced oscillation, and central force fields. Prerequisite: Physics 201 and Mathematics 202.

302. Theoretical Mechanics II
Continuation of the study of classical Newtonian mechanics and introduction of the concepts of Lagrange and Hamilton. Prerequisite: Physics 301.

311. Introduction to Modern Electronics
A study of circuits, currents, voltages to gain a basic understanding of modern integrated circuits. The student will learn how to use these integrated circuits to amplify, to detect, to read out, and to create signals. Prerequisite: Mathematics 101 or a good high school background in algebra and trigonometry.

312. Electromagnetics
A comprehensive study of electrostatics and magnetostatics, including Gauss' Law and Ampere's Circuit Law. Also, an introduction to electromagnetic radiation from moving charges based upon Maxwell's equations. Prerequisite: Physics 202 and Mathematics 203.

351-352. Independent Study in Physics
Independent research required of all majors. Each student is expected to design and carry out a unit of research in an area of his choice and to record the results in a paper prepared as for publication in a scientific journal.

Computer Science

Although a major in computer science is not offered, an individualized major can be created to prepare students for graduate school in computer science. One such program might be: Computer Science 218, 219, 351-352; Physics 201, 202; Mathematics 103, 201, 203, 301, 208, 209. Any freshman thinking along this route should take mathematics his first term at Maryville.

218. Programming in BASIC
The operation of a digital computer and programming techniques in BASIC. The problems will be interdisciplinary; thus the course should be of interest to any student, although emphasis will be on problems in the social and natural sciences.

219. Numerical Analysis with FORTRAN
A study of numerical methods as applied to solutions of differential equations, matrices, series approximations, integration, and curve fitting using a digital computer and FORTRAN. No prior knowledge of FORTRAN language is necessary, but a knowledge of programming techniques is assumed. Prerequisites: Mathematics 203 and Computer Science 218.

MEDICAL TECHNOLOGY

Medical Technology is an allied health profession and requires at least one year's training in a School of Medical Technology associated with teaching hospitals or medical schools.

Maryville College offers a two-track program which prepares the student for en-

trance to a School of Medical Technology: (a) A three-year program which meets the minimum requirements for the professional school admission; (b) the degree program, with a preprofessional major in biology, after which the student applies for admission to the professional school.

Those who choose the three-year program must make application to a School of Medical Technology for the fourth year. Upon successful completion of the training in the School of Medical Technology and certification by the National Board in Medical Technology, Maryville College will award the B.A. degree.

MUSIC

PROFESSORS BLOY and HARTER; ASSOCIATE PROFESSORS KISSINGER and S. SCHOEN; ASSISTANT PROFESSORS BONHAM and V. SCHOEN, and MS. AHMAD and MESSRS. HURT, and O'DELL

The curriculum in music follows the requirements of the National Association of Schools of Music, of which the College is an institutional member.

Graduation requirements for the major in music (Bachelor of Music and Bachelor of Arts degrees) include: Music 201-204, 311-314, 351-352; private and/or class applied music each term as arranged with the music faculty, and participation each term in an official music organization. All majors must audition at time of registration to determine level of keyboard proficiency. Those deficient must enroll in class piano (Music 021c) every term until the proficiency examination is passed. Piano proficiency must be satisfactorily completed before entering Music 351. Students deficient in fundamental aural and visual comprehension of notation, meter, intervals, and scales must take Introduction to Music Theory 121c as a prerequisite to Music 201.

Bachelor of Music degree students major in either Music Education or Applied Music, including composition, harpsichord, organ, piano, voice, a string, brass, percussion, or woodwind instrument.

Half and full recitals are required of Applied Music majors; a half recital is required of Music Education majors in the senior year. Music course requirements are completed with from nine to twelve courses in Performance Studies, which include applied lessons, ear training, orchestration, conducting, literature, and pedagogy. At least ten courses outside the field of music are required: Enlgish 105; Non-Western Studies 301; Fine Arts 201 (or one course in Art or Speech-Theatre 210, 211, 212 or 311); Humanities 101; Religion 201, 221, or 224; one course each in English Literature, History or Social Science, and Science or Mathematics; and two or three courses outside the field of music. Four additional courses are elected by the Applied Music major. Students majoring in Music Education, which includes teacher certification, will take courses related to student teaching to fulfill degree requirements. The following courses are to be completed: Psychology 201; Education 208, 211, 301, 303, 331 and 332; Music 307; and one additional course each in natural sciences and social studies.

Bachelor of Arts degree students majoring in music study in the areas of Music Theory (courses 201, 202, 203, and 204), Music History and Styles (courses 311, 312, 313, and 314), and Applied Music. Music 350 is required and at least two related courses are recommended, one in Speech-Theatre and one in Art. The core requirement in foreign language may be met with any modern language.

Church Music provides a career for many musicians. Students interested in this field should follow the Bachelor of Music degree program in Applied Music with study in organ and voice, either of which may be the main performing field. Music 305 should be taken.

Music Therapy is a field which is attractive to many students. Those interested in this profession should follow the Bachelor of Music degree program in Music Education which provides pre-professional training. The interim may be used for actual experience in a local hospital. Maryville College is in consortium with the University of Georgia providing a five year program leading toward certification in this field.

201. Basic Structures of Music and Elementary Counterpoint
The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, developmental processes in melody writing, voices in combination, and chord structure. No prerequisite.

202. Intermediate Part-Writing
Continuation of Music 201. Four-voice homophonic texture, functional chords and the dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.

203. Advanced Counterpoint
Continuation of Music 202. Nondominant sevenths, embellishing diminished chords, Neapolitan and augmented sixth chords, variation forms, and fugue.

204. Advanced Harmony
Continuation of Music 203. Sonata-allegro form; ninth, eleventh, and thirteenth chords; foreign modulation; twentieth-century melody, harmony, and tonality.

30. Church Music
A study of the worship of the church, its background, the various corporate expressions, and their music. Offered 1974-75 and alternate years.

306. Elementary School Music for Elementary Education Majors
A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities. No prerequisite.

307. Methods and Materials in Music, Grades 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. Music History and Styles: Antiquity Through the 16th Century
A study of Western music and musicians in historical sequence, with emphasis on musical trends and styles; bibliography, independent research, and analysis. No prerequisite.

312. Music History and Styles: 17th and 18th Centuries
Continuation of Music 311.

313. Music History and Styles: 19th Century
Continuation of Music 312.

314. Music History and Styles: 20th Century
Continuation of Music 313.

350. Individual Study in Music
An advanced individual study course. The subject matter is variable according to the needs of the student.

351-352. Independent Study in Music
Individual study, with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.
tions) provided he has served one year apprenticeship in each organization.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the ten-week term, and optional continuation of study, with permission of the instructor, during the three-week interim term. The second registration covers the winter and spring terms. Registration for a single ten-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two periods per week. Registration for class instruction may be made for only each ten-week term offered.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Ensemble Courses in Band, Choir and Orchestra

One elective course credit will be given for each full year of participation after one year of apprenticeship in band, choir or orchestra. The total credit is not to exceed two courses and is to be in addition to the 40 courses required for graduation. A student may receive credit for one year of band and one year of orchestra (or other combinations) provided he has served one year apprenticeship in each organization.

141, 241, 341, 441 (a,b,c) Band
142, 242, 342, 442 (a,b,c) Choir
143, 243, 343, 443 (a,b,c) Orchestra

Private Applied Music

One or two lessons weekly throughout the school year.

a. For *music majors* with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals and jury examinations are required.

b. For all other students who elect private study in any chosen applied area, the requirement is the development of a basic technique and a serviceable ability to express

oneself musically through the chosen applied area. Performance in repertoire class each term and jury examinations are required.

Areas of Private Applied Study

Composition

Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to the individual abilities. Music 202 prerequisite.

Conducting

Limited to students who have completed 322b and 323b, or by approval of the instructor. Advanced score reading, conducting and rehearsal techniques. Practical application to include conducting a major ensemble in performance.

Harpsichord

Manual techniques and principles of registration. Study of ornamention, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as Handel's *Messiah* and other works as specified by the instructor.

Organ

Manual and pedal technique, proficiency in contrapuntal style, and fundamental principals of registration. A minimum standard repertoire specified by the instructor, covering representative styles. Accompanying of hymns, anthems, service music, and soloists.

Percussion

Studies in Snare Drum, Tympani, and Mallet instruments, including solo and orchestral literature. A minimum standard repertoire covering representative styles, specified by the instructor.

Piano

Proficiency in all major and minor scales and basic keyboard techniques, pedaling, tone production and phrasing, selected etudes, and a minimum standard repertoire. Accompanying experience.

String Instruments (Violin, Viola, Cello, Double Bass)

Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Voice

Development and control of the mechanism, tone building, controlled breathing,

and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

Wind Instruments (Brasses, Woodwinds)

Basic fundamentals and techniques in study methods for the particular instrument. A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

First Year

121. Performance Studies:	121a. Private Applied (2 lessons)
	121b. Musicianship
	121c. Introduction to Music Theory
122. Performance Studies:	122a. Private Applied (2 lessons)
	122b. Rhythm
123. Performance Studies:	123a. Private Applied (2 lessons)
	123b. Major Instrument

Second Year

221. Performance Studies:	221a. Private Applied (1 or 2 lessons)
	221b. Orchestration I
	*221c. Class Strings I
222. Performance Studies:	222a. Private Applied (1 or 2 lessons)
	222b. Orchestration II
	*222c. Class Strings II
223. Performance Studies:	223a. Private Applied (1 or 2 lessons)
	223b. Advanced Ear Training
	*223c. Class Brass

Third Year

321. Performance Studies:	321a. Private Applied (1 or 2 lessons)
	321b. Conducting I
	*321c. Class Woodwinds I
322. Performance Studies:	322a. Private Applied (1 or 2 lessons)
	322b. Conducting II
	*322c. Class Woodwinds II
323. Performance Studies:	323a. Private Applied (1 or 2 lessons)
	323b. Introduction to 16th Cent. Counterpoint
	*323c. Class Voice

Fourth Year

421. Performance Studies:	421a. Private Applied (1 or 2 lessons)
	421b. Pedagogy
422. Performance Studies:	422a. Private Applied (1 or 2 lessons)
	422b. Literature I
423. Performance Studies:	423a. Private Applied (1 or 2 lessons)
	423b. Literature II
	*423c. Class Percussion

*Required for Music Education majors only in partial fulfillment of teacher certification.

Additional information and course descriptions will be mailed upon request.

There may be, under special circumstances, instances when it is advantageous for a student to take private advanced lessons with off-campus instructors, and this may be done after consultation with and approval of the chairman of the department. Arrangements for such lessons, payment of fees, and any necessary transportation must be the responsibility of the student.

Class Applied Music

Class applied lessons in the following groups provide beginning instruction and methods for public school teaching: Brasses, Percussion, Strings, Voice, and Woodwinds.

021c. Class Piano:

Class applied lessons in piano provide fundamentals of musicianship and the basic keyboard skills required to pass the piano proficiency examination.

021a. Private Piano (Non-credit):

Under certain circumstances, private piano (non-credit) may be taken in place of class piano, but only by permission of the instructor.

Course Recognition for Applied Music

For Applied Music and Music Education majors in the Bachelor of Music degree, course recognition is given each term for two private lessons per week, or one private lesson per week plus one class applied area. Performance Studies classes are an integral part of the applied study.

For Music majors in the Bachelor of Arts degree, course recognition for both class and private applied music study, beginning at a specified level of proficiency, is given as follows:

a. Two lessons per week for a full year in a given private applied music area is equivalent to one course.

b. One lesson per week in a given private applied music area plus one class applied music area for a full year is equivalent to one course. No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

Students not majoring in music may take applied music as electives toward graduation requirements in the following manner:

a. One course recognition will be given per year for either one half-hour lesson per week in each of two performing areas, or two half-hour lessons per week in one performing area.

b. One course recognition will be given at the end of two years for continuous study of one half-hour lesson per week. The performing area may be divided with a minimum of one year's continuous study in each of two media. Course recognition for

study begins when college level has been achieved. This excludes beginners. Freshmen may receive course recognition in the same manner as upperclassmen.

c. One course recognition will be given for three consecutive ten-week terms study of one half-hour lesson per week and Introduction to Music Theory 121c.

124, 224, 324, 424. Private Applied Music.

Maryville College has a Preparatory School for the Arts, for which there is a separate catalog.

POLITICAL SCIENCE

ASSISTANT PROFESSOR BRAID AND MR. McDONALD

A pre-professional major in political science enables the student to specialize in one of several fields, including diplomacy, law, teaching, public management, politics, or general (which includes preparation for graduate school). The course plan for majors will be determined for the individual student according to his intended field of specialization. Requirements in the related fields of history, economics, psychology, and sociology will be determined on a similar basis. The requirement in foreign language may be taken in any modern language.

201. American Government
The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

301. Methods of Social Research
A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation, and interpretation of data; with field or laboratory experience. Identical with Sociology 301.

302. Management
An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions, with attention to practical situations encountered in small and medium as well as large organizations. Identical with Economics 302.

311. Comparative Government
A comprehensive comparative study of political systems with primary attention given to the Western nations.

312. International Politics
Fundamental concepts of international politics and the major characteristics of the international political system, including limited consideration of international law and organization.

321. Political Parties, Pressure Groups, and Public Opinion
Analysis of the organization and functions of political parties and pressure groups and study of the political behavior of the American electorate.

322. U.S. Constitutional Law and Thought, I, II
Judicial processes and U.S. Constitutional law doctrine, in rotation.

341. Political Thought
Comprehensive study of issues in political thought from the perspectives of nor-

mative and empirical political theory. European Political Theory (341a). American Political Theory (341b).

342. Seminar: Selected Topics in Political Science

351-352. Independent Study in Political Science
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

PSYCHOLOGY

PROFESSOR WATERS, DR. WILLIAMS, AND MS. SPURLIN

Major in psychology: 10 courses, including 201, 312, 313, 351-352. Related courses required for the major in psychology: Biology 201, Mathematics 208 and 209. The requirement in foreign language may be taken in French, German, or Spanish.

Students who choose the practicum series, Psychology 343 a,b,c,d, must complete the prerequisites, Psychology 201, 211, 313, and 333, as well as Educational Psychology 211, during the sophomore and junior years. They may begin the practicum series the spring term of the junior year and continue each term (including the Senior Interim) of the senior year. Each practicum experience carries a one-half course credit. Maximum credit for the practicum experience is two courses when the student takes all four sections of Psychology 343. Psychology 343 a,b,c,d is an elective series and therefore is not considered a part of the ten-course requirement for the major in Psychology.

201. Introductory Psychology
Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders.

211. Child Development
Growth and development of the child from birth to maturity. Physical, intellectual, social, and emotional aspects of growth are considered as they relate to various stages of maturity. Although Psychology 211 does not have Psychology 201 listed as a prerequisite, the student should note that it would be to his advantage to take Psychology 201 prior to taking any other course in psychology.

301. Culture and Personality
Man the social animal is studied from the viewpoint of the sociologist, anthropologist, and the psychologist. Man's cultural interactions and their impact on his personality are analyzed and discussed. Prerequisite: Psychology 201.

312. Experimental Psychology
Consideration of the scientific method in psychology. Study in such areas as structure and function, motor processes, sensation, perception and attention. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

313. Psychology of Learning
The basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

321. Social Psychology
Interaction of individuals in social situations considering the human social animal from infant to death. Attitudes, values, beliefs, perceptions, conformity, power, and leadership are some of the major topics to be studied. Prerequisite: Psychology 201.

331. Abnormal Psychology
A psychological approach to behavioral deviation. Attention given to the extent, causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency. Prerequisite: Psychology 201.

333. Counseling
Study of counseling techniques in such settings as the school, industry and the clinic. Special emphasis on psychological testing procedures and interviewing. Prerequisite: Psychology 201.

342. Seminar: Selected Topics in Psychology

343a, b, c, d. Practicum in Psychological Services
Supervised practical experience during the senior year (may begin spring term of the junior year) with the Psychological Services Program of the Little Tennessee Valley Educational Cooperative, or some other agency offering psychological services in the local area. Prerequisites: Psychology 201, 211, 313, 333, and Education 211.

351-352. Independent Study in Psychology
Individual study, with the guidance of a faculty supervisor, generally involving a laboratory or field research problem and a scientific paper reporting the results.

RELIGION AND PHILOSOPHY

ASSOCIATE PROFESSORS CARTLIDGE AND FOWLER; and ASSISTANT PROFESSOR STEWART

There are many ways to approach human religious expression; each of the liberal arts and sciences contributes insights and methods to the understanding of religion. In addition to the contributions of other disciplines, the academic study of religion has developed its own manner of study.

A major in religion touches virtually every aspect of human existence. Religious studies are conducted through the media of literature and other arts, social institutions, historical settings, and psychology. The major, however, centers on the unique and powerful aspects of the study of religion as religion.

The major in religion requires ten courses in religion and philosophy beyond the core requirement in religion. Ordinarily, the inclusion of philosophy courses in the major's ten basic courses is limited to two philosophy courses. The basic course in religion and philosophy include Religion 351-2. Related courses, required beyond the ten basic courses, are Philosophy 321 (Philosophy of Religion) and one course selected from among Philosophy 201, 202, and 203.

It is strongly recommended that a major in religion include 300 level courses in Old Testament Studies, Early Church Studies, Theology, Non-Western Religions, and

the Scientific Study of Religion. The core requirement for foreign language may be taken in any language. The mathematics option is not recommended. Those training for graduate work should study French or German. Those planning to attend a graduate school in religion should investigate the school's (or church government's) requirements as to Greek.

A major in philosophy, a major in an interdisciplinary combination of philosophy or religion with another liberal arts or sciences discipline, or a major in philosophy and religion may be arranged through the Individualized Major plan.

Religion

201. Birth of the Christian Tradition
A comparative study of the Christian tradition and the pagan and Jewish traditions of the Christian's world (201a); a study of the theological pictures of Jesus which were alive in the early church (201b). The church's interpretations of Jesus will be studied in the light of redeemer figures in pagan and Jewish religions.

205. Patterns of Christian Faith.
An approach to Christian thought through the variety of traditions that influenced it. This course attempts to present some of the major types of Christianity, both historical and contemporary. Each instructor will present the material from his own area of expertise.

212. Comparative Religion.
An introduction to the study of religion as a universal, human phenomenon. A study of traditions of other cultures enhances one's own religious traditions. This course encourages students to relate their own traditions to such religions as Christianity, Islam, Judaism, Graeco-Roman religions, Hinduism, Buddhism, Taoism, and primitive religions.

221. Israel in the Ancient Near East
An introductory study of the development of the Old Testament traditions as they grew in the midst of the Ancient Near Eastern religions.

234. Religion in a Technological Age
An introduction to the religious and ethical problems which Christianity and other great religions face, such as biomedical ethics, environmental concerns, war and peace studies, and the breakdown of religious symbols and myths.

303. Seminar in the Origins of Western Traditions
Topics selected from the following areas: The Old Testament and Early Judaism (303a); The Gospels and the Early Church (303b); The Pauline Epistles (303c); Problems in Jewish Theology (303d).

310. Seminar in the Scientific Study of Religion
Religion studied through the methods and insights of modern sciences. The Seminar topics will be drawn from the following areas: The Phenomenology of Religion (310a); The Sociology of Religion (310b); The Psychology of Religion (310c); The History of Religion (310d).

332. Seminar in Contemporary Theology and Ethics
The study of leading theologians and theological issues in the twentieth century.

Crucial religious issues of our time are considered. Students are encouraged to relate their study to their major fields. Theology (332a); Ethics (332b).

341. Seminar in Religion and Culture
The topics will be drawn from the following areas: Religion and Literature (341a); Religion and Science (341b); Religion and the Arts (341c).

351-352. Individual Study With the Guidance of a Faculty Supervisor
This may be a research project which will result in a thesis or extensive essay, but other media of expression are welcome, such as the writing and performance of religious music, the writing and production of religious drama, or the use of other art forms. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Philosophy

201. History of Philosophy: Ancient and Medieval
The study of human intellectual history from the beginnings of Greek philosophy to the thought of Thomas Aquinas.

202. History of Philosophy
The Renaissance to the beginning of the modern age. A continuation of Philosophy 201. Philosophy 201 is not a prerequisite.

203. History of Philosophy: The Modern Age
A continuation of Philosophy 201-202. Philosophy 201 and 202 are not prerequisites.

321. Seminar in Philosophy
Topic to be selected by the instructor.

322. Seminar in Philosophy
The subject matter of this course will vary from year to year. Among the possible subjects for study are "The Philosophy of History"; "The Philosophy of Culture"; "The Philosophy of Art (Aesthetics)"; "The Philosophy of Science."

326. Seminar in the Philosophy of Religion
Religious symbols and systems studied from the viewpoint of philosophy.

SOCIOLOGY — ANTHROPOLOGY

ASSISTANT PROFESSOR NELSON, MR. MAYBERRY AND MRS. BUEHRENS

The department provides individually planned programs for students with a wide range of interests in social science. These include a pre-professional major in sociology, a secondary teaching program in sociology, and a general major. Each of these programs requires 10 departmental course credits, 3 of which may be earned through an approved off-campus internship or cross-cultural experience.

The pre-professional major in sociology is designed to prepare students for graduate programs leading to professional careers in college teaching, in social work, in public administration and planning, or in research. This program includes Sociology 201, 301, 341, 351-52 (among the 10 required courses): Mathematics 208, 209; Psychology 201, 301 or 321.

The secondary teaching program in sociology specifies the following content: Sociology 201, 301 (among the 10 required courses); Mathematics 208, 209; Education 208, 211, 301, 303, 332; Psychology 201. Endorsement for the non-major to teach sociology as a second subject requires Sociology 201, 301, and 2 additional sociology courses, plus Mathematics 208, 209.

The general major is individually planned to provide educational background for careers in anthropology, international relations, human development, and the health professions. Students having a cross-disciplinary interest in the biological and behavioral sciences may follow a biosocial sequence, taking selected courses in biology and psychology in addition to 10 departmental courses. The option for experience abroad or in a minority culture can greatly enhance the value of the general major.

The core requirement in foreign language may be met in any modern language.

201. Principles of Sociology
The basic concepts of contemporary sociology and the analysis of social institutions and processes.

202. Social Problems
An analysis of selected contemporary social problems with emphasis on causes and possible solutions.

211. Cultural Anthropology
An introduction to the study of man, with emphasis on the analytic and comparative study of human cultures.

215. Marriage and the Family
A practical exploration of contemporary patterns of marital interaction and family organization.

301. Methods of Social Research
A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation, and interpretation of data; includes field or laboratory experience. Prerequisites: S/A 201 or 211.

304. Social Organization
A cross-cultural approach to the basic principles underlying social structure. Prerequisite: S/A 201 or 211.

321. Urban Society
Urban patterns of living contrasted with rural patterns; development of the city viewed historically and cross-culturally. Prerequisite: S/A 201 or 211.

341. Social and Cultural Theory
Historical approach to the major theories of society and culture. Prerequisite: S/A 201 or 211.

343. Seminar: Selected Topics in Sociology and Anthropology
An intensive study of one or more areas of major concern, such as population, criminology, ethnic studies, culture change, human evolution, archaeology, and linguistics. Prerequisite: S/A 201 or 211.

351-52. Independent Study in Sociology or Anthropology
Individualized study involving command of the forms and usages of the formal paper; undertaken with faculty guidance; required of all majors; usually taken in spring term of junior year and fall term of senior year.

Officers and Faculty, 1975-1976

(The year opposite each name is that of first appointment)

Administrative Officers

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D. 1961
President
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Dean of the College
B.A., University of Montevallo; M.A., 1948, and Ph.D., 1961, University of Tennessee.

NEIL McDADE, M.Mgt. 1974
Administrative Vice President
University of Havana; University of Chattanooga; M.Mgt., Vanderbilt University, 1974.

RAYMOND IRVING BRAHAMS, JR., B.A., M.A. 1958-1966; 1969
Administrative Assistant to the President
B.A., Maryville College; M.A., University of Colorado, 1952.

GEORGE ALBERT KRAMER, A.B., M.Ed., Ed.D. 1972
Dean of Student Relations
A.B., Rutgers University; M.Ed., *ibid.*, 1939 and Ed.D., *ibid.*, 1958.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
Litt.D., L.H.D., S.T.D., Pd.D. 1930
President Emeritus
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga, 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

FRANK DeLOSS McCLELLAND, B.A., M.S., LL.D. 1937
Dean Emeritus
B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

Faculty of Instruction

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D.
President

ROSEMARY BARRETT AHMAD, B.A., M.M. 1974
Instructor in Music
B.A., Maryville College; M.M., 1962,. and 1973-1974, Indiana University.

ELLIS SUTTON BACON, B.S., Ph.D. 1974
Assistant Professor of Education and Assistant Director at Maryville College Environmental Education Center .at Tremont
B.S., University of Tennessee; Ph.D. *ibid.*, 1973.

BOYDSON HOWARD BAIRD, B.A., M.S. 1959
Associate Professor of Health and Physical Education and Director of Athletics
B.A., Maryville College; M.S., Indiana University, 1948.

BLAIR EDWARD BEASLEY, JR., B.A., M.A., M.F.A. 1972
Assistant Professor of Theatre and Speech
B.A., Pfeiffer College; M.A., University of Mississippi, 1965; M.F.A., University of North Carolina at Greensboro, 1972.

CHARLOTTE HUDGENS BECK, B.Mus., M.A., Ph.D. 1966
Associate Professor of English
B.Mus., University of Tennessee; M.A. *ibid.*, 1966, and Ph.D., *ibid.*, 1972.

THELMA E. BIANCO, B.S.Ed., M.A. 1971
Assistant Professor of Art
B.S.Ed., Texas Technological University; M.A., Texas Women's University, 1969.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Professor of English
B.A., University of Montevallo; M.A., 1948, and Ph.D., 1961, University of Tennessee.

JAMES ALBERT BLOY, B.A., B.Mus., M.Mus., S.M.D. 1953
Professor of Music
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

ROBERT JOHN BONHAM, B.Mus., M.Mus. 1965
Assistant Professor of Music
B.Mus., Phillips University; M.Mus., University of Kansas, 1964; Ohio University, 1973-1976.

LAWRENCE A. BOROVIAK, B.S., M.A., Ed.D. 1971
Associate Profess and Chairman of the Department of Health and Physical Education
B.S., Florida State University; M.A., Eastern Kentucky University, 1967; Ed.D., University of Tennessee, 1971.

ROBERT BRUCE BRAID, JR., B.S., M.A., Ph.D. 1971
Assistant Professor and Chairman of the Department of Political Science
B.S., Lambuth College; M.A., 1967, and Ph.D., 1970, University of Tennessee.

SHARON GREY BROWN, B.S., M.S. 1974
Instructor in Health, Physical Education
B.S., Carson-Newman College; M.S., University of Tennessee, 1974.

ARTHUR STORY BUSHING, B.A., M.A. 1947
Associate Professor, Acting Chairman of the Department of English, and Director of Continuing Education and Summer School
B.A., Maryville College; M.A., 1948, and 1951-1953, 1966-1968, University of Tennessee; University of Iowa, 1948; Duke University, 1956.

DAVID RAY CARTLIDGE, A.B., B.D., Th.D. 1966
Associate Professor and Chairman of the Department of Philosophy and Religion
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

HERMA RAMSEY CATE, B.A., M.A. 1965
Assistant Professor of English
B.A., Berea College; M.A., University of Tennessee, 1961.

RALPH STOKES COLLINS, B.A., M.A., Ph.D. 1935-1945; 1967
Professor and Chairman of the Department of Foreign Languages
B.A., University of North Carolina; M.A., *ibid.*, 1931; University of Munich, Germany, 1932-1933; East Carolina College, 1933-1934; Middlebury College, 1936-1937; Ph.D., Johns Hopkins University, 1938; Russian Institute, Columbia University, 1948-1949; U.S. Army School, Regensburg, Germany, 1951-1952.

WILLIAM HUNTER DENT, B.A., M.S., Ph.D. 1964
Associate Professor of Mathematics
B.A., Maryville College; M.S., University of Kentucky, 1963; Ph.D., University of Tennessee 1972.

ELIZABETH THOMAS FOWLER, B.S., B.D., M.A., Ph.D. 1969
Associate Professor of English
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee.

ARTHUR HENRY HAFNER, Ph.B., M.A., Ed.D. 1969
Professor and Chairman of the Department of Education
Ph.B., Muhlenberg College; M.A., Lehigh University, 1946; Ed.D., Columbia University, 1955.

MARJA W. HANSON, B.A., M.A., PH.D. 1972
Assistant Professor of French
B.A., Bucknell University; M.A., 1971, and Ph. D., 1974, Johns Hopkins University.

HARRY HAROLD HARTER, B.A., M.MUS., S.M.D. 1947
Professor of Music and Chairman of the Department of Fine Arts
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Teological Seminary, 1961.

CHARLES RICHARD HURT, B.S., M.M. 1975
Instructor in Music
B.S., University of Tennessee; M.Mus., Northwestern University, 1972.

THOMAS E. JONES, B.S. Ed., M.F.A. 1962
Assistant Professor of Theatre and Speech
B.S.Ed., Northern Illinois State University; M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957; Indiana University, 1963; Louisiana State University, 1967-1968.

JAMES H. JORDAN, A.B., M.A., Ed.D. 1974
Assistant Professor of Physical Education
A.B., University of South Carolina; M.A., Appalachian State University, 1965; Ed.D., University of Alabama, 1970.

DAN HOWARD KINSINGER, B.A., M.Mus., D.M.A. 1954
Associate Professor of Music
B.A., Eureka College; M.Mus., Northwestern University, 1953; D.M.A., University of Illinois, 1971.

GEORGE ALBERT KRAMER, A.B., M.Ed., Ed.D. 1972
Professor of Education
A.B., Rutgers University; M.Ed., *ibid.*, 1939, and Ed.D., *ibid.*, 1958.

MARJORIE THIEL KRATZ, B.A., M.A., Ph.D. 1968
Associate Professor of History
B.A., University of Massachusetts; M.A., *ibid.*, 1960; Ph.D., University of Oregon, 1965.

EDITH MERLE LARGEN, B.S., M.S. 1949
Associate Professor of Physical Education
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960; Florida State University, 1973.

WALLACE LEIGH LEWIS, B.A., M.A., Ph.D. 1962
Associate Professor of History
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa.

NORMAN DUANE LOVE, A.B., M.A., Ph.D. 1967
Associate Professor and Chairman of the Department of Mathematics and Physics
A.B., Albion College; M.A., Western Michigan University, 1962; Ph.D., Michigan State University, 1967.

KATHRYN WORLEY MARTIN, B.A., M.A. 1950
Assistant Professor of Spanish and French
B.A., Vanderbilt University; M.A., 1943, and 1949-1950, *ibid.*, Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968.

THOMAS ORA METCALF, B.A., M.A. 1975
Assistant Professor of Economics
B.A., Washington & Lee University; M.A., Tufts University, 1971; University of Tennessee, 1973-1975.

ANDREW L. MILES, B.S. 1971
Instructor in Education and Assistant Director of Maryville College Environmental Education Center at Tremont
B.S., East Tennessee State University; University of Tennessee, 1967-1971.

ROBERT JAMES NAYLOR, B.S., Ph.D. 1975
Assistant Professor of Chemistry
B.A., Butler University; Ph.D., Case Western Reserve University, 1973.

KATHRYN WOLFF NELSON, B.S., M.S., Ph.D. 1969-1972, 1975
Assistant Professor and Chairman of the Department of Sociology
B.S., Vanderbilt University; M.S., *ibid.*, 1963; Ph.D., George Peabody College for Teachers, 1968.

DAVID GLENN O'DELL, B.A.Ed., M.A. 1975
Instructor in Music
B.A.Ed., Eastern Washington State College; M.A., *ibid*, 1974.

CHOI PARK, B.A., M.L.S. 1970
Instructor and Periodicals Librarian and Cataloguer
B.A., Ewha Women's University; M.L.S., George Peabody College for Teachers, 1970.

RUSSELL DEAN PARKER, B.A., M.A., Ph.D. 1964
Associate Professor of History and Secretary of the Faculty
B.A., Lincoln Memorial University; M.A., 1951, and Ph.D., 1966, University of Tennessee.

MARILYN ROBERT POLLIO, B.A., M.S., Ed.D. 1973
Assistant Professor of Education
B.A., Brooklyn College; M.S., 1971, and Ph.D., 1973, University of Tennessee.

DAVID REED POWELL, B.A., M.A. 1975
Instructor in English
B.A., Maryville College; M.A., University of Tennessee, 1972, and 1972-1975.

HARRY BAYARD PRICE, B.A., M.A., LL.D. 1970
Professor and Chairman of the Department of Economics
B.A. Davidson College; M.A., Yale University, 1933; LL.D., Maryville College, 1973, Davidson College, 1975.

ROBERT CLINTON RAMGER, B.S., M.S., Ph.D. 1956
Associate Professor of Biology
B.S., Maryville College; M.S., 1962, and Ph.D., 1972, University of Tennessee; University of Minnesota, 1964-1965.

WILLIAM GALE RHODES, B.S., Ph.D. 1972
Assistant Professor of Chemistry and Chairman of the Department of Chemistry On the Aluminum Company of America Foundation
B.S., North Carolina State University; Ph.D., University of North Carolina, 1971.

JANE W. SAVAGE, B.A., M.R.E., M.A.L.S. 1970
Assistant Professor and Librarian
B.A., Centre College; M.R.E., Princeton Theological Seminary, 1955; M.A.L.S., Immaculate Heart College, 1969.

SALLIE WARTH SCHOEN, B.Mus., M.Mus. 1955
Associate Professor of Music
B.Mus., Oberlin Conservatory of Music; M.Mus., 1952, and 1961-1962, 1964, 1965, 1968, Indiana University; Mozarteum, Salzberg, 1954.

VICTOR ROBERT SCHOEN, B.A., M.Mus. 1955
Assistant Professor of Music
B.A., Miami University; M.Mus., 1952, and 1961-1962, 1963, 1964, 1965, 1967-61969, Indiana University; Mozarteum, Salzburg, 1954; Columbia University, 1966.

MARGARET TURNER SHERER, B.F.A., M.S., Ed.D. 1966
Associate Professor of Education
B.F.A., Oklahoma City University; M.S., 1953, and Ed.D., 1967, University of Tennessee.

ARTHUR RANDOLPH SHIELDS, B.A., M.A., Ph.D. 1962
Professor and Chairman of the Department of Biology, Director of Environmental Education Center
B.A., Maryville College; M.S., 1939, and Ph.D., 1962, University of Tennessee; U.S. Navy Medical School, 1944-45.

CLAUDE Y. STEWART, JR., B.S., B.D. 1971
Instructor in Philosophy and Religion
B.S., Carson-Newman College; B.D., Harvard Divinity School, 1966; 1966-1971; Southern California School of Theology, 1970.

WILLIAM HERMAN SWENSON, B.A., B.A.E., M.A.E. 1962
Assistant Professor of Art
B.A., Maryville College; McCormick Theological Seminary, 1950-1952; B.A.E., 1956, M.A.E., 1960 and 1969-1970, School of the Art Institute of Chicago; Castello Academy Italy, 1963.

RICHARD DOWDEN TAYLOR, B.S.Ed., M.Ed. 1975
Instructor in Health, Physical Education
B.S.Ed., Otterbein College; M.Ed., Bowling Green State University, 1970.

THOMAS W. TAYLOR, B.S., M.S. 1973
Instructor in Biology
B.S., Maryville College; M.S., University of Tennessee, 1973.

GARY JOSEPH THIBODEAU, B.S., M.S. 1972
Instructor in Physical Education
B.S., Central Connecticut State College; M.S., University of Tennessee, 1973.

LUTHER JERRY TRUETT, B.A., M.A., M.L.S. 1975
Assistant Professor, Reference-circulation Librarian, Independent Study Editor
B.A., Balyor University, M.A., *ibid.* 1967; M.L.S., North Texas State University, 1974.

VIRGINIA TURRENTINE, B.A., M.A.L.S. 1953
Assistant Professor and Cataloguer in Special Collections
B.A., University of Tennessee; M.A.L.S., George Peabody College for Teachers, 1953.

ARDA SUSAN WALKER, B.A., M.A., Ph.D. 1948
Professor and Chairman of the Department of History
B.A., Maryville College; M.A., University of Tennessee, 1941; Ph.D., 1958, and 1959, University of North Carolina; 1957-1958, Sorbonne.

JERRY EARL WATERS, B.A., M.A., Ph.D. 1963
Professor and Chairman of the Department of Psychology
B.A., Maryville College; M.A., 1960, and Ph.D., 1964, University of Kentucky.

ROBERT LEE WILLIAMS, B.A., Ph.D. 1974
Instructor in Psychology
B.S., New Mexico State University; Ph.D., University of Tennessee, 1974.

DONALD WHEELER WYATT, A.B., M.A., D.D.Sc. 1974
Professor Emeritus
B.A., Lincoln University; M.A., University of Pennsylvania, 1937; D.S.Sc., Lincoln University, 1958

DAVID PARIS YOUNG, B.A., Ph.D. 1963
Associate Professor, Director of the Project on Futuristics
B.A., Park College; Ph.D., University of Kansas, 1963; Cornell University, 1970-1971.

IRMA KLEEB YOUNG 1974
Instructor in Deaf Interpreter Program
Certificate, Registry of Interpreters for the Deaf.

Part-Time Faculty, 1975-1976

DONNELL HOWARD ASHMORE, B.A., M.A. 1975
Lecturer-Counselor in Deaf Education
B.A., Warner Pacific College; M.S., University of Tennessee, 1971.

GWEN LANGDOC BUEHRENS, B.A., M.A. 1975
Lecturer in Sociology
B.A., University of California at Berkeley; M.A., Yale University, 1972.

MARTHA BURGESS COBB, B.S., M.S. 1973
Lecturer in Education
B.S., Maryville College; M.S. University of Tennessee, 1959.

CAROL HARRIS COLE, B.S., M.S. 1975
Lecturer in Physical Education
B.S. University of Tennessee, Chattanooga; M.S., University of Tennessee, Knoxville, 1972

DUNCAN VENABLE CRAWFORD, B.A., J.D. 1974
Lecturer in Economics
B.S., Southwestern-at-Memphis; J.D., University of Tennessee, 1973.

CHARLES H. DAVIS, B.S., M.B.A. 1975
Lecturer in Economics
B.S., University of Tennessee; M.B.A., *ibid*, 1975.

ANNA MARIE GRIFFIN, B.S. 1975
Lecturer-Counselor in Deaf Education
B.S., University of Wisconsin; M.A., University of Tennessee, 1967.

HARTWELL C. HERRING, III, B.B.A., M.S., Ph.D. 1974
Lecturer in Sociology
B.B.A., University of Mississippi; M.S., *ibid*, 1965; Ph.D., University of Alabama, 1974.

JOHN MAYBERRY, B.S., M.A. 1975
Lecturer in Sociology
B.S., Tennessee Technological University; M.A., Middle Tennessee State University. 1972.

CARL PRESLEY McDONALD, B.A., J.D. 1974
Lecturer in Political Science
B.A., Maryville College; J.D., Florida State University, 1970.

JAMES M. STURGEON, B.S., M.S. 1975
Lecturer in Economics
B.S., University of Tennessee; M.S., *ibid*, 1956.

Other Officers and Staff, 1975-1976

SUSAN HOSKINS ALLEN 1975
Secretary, Delevolpment Office
Virginia Intermont College, University of Tennessee.

MARILYN LORETTA BAXTER 1976
Payroll Clerk, Business Office
East Tennessee State University, University of Tennessee.

SHARON ANN CAREY 1976
Office Manager, Admissions

*GILDA TUESDAY CATRON, B.A. 1975
Office Manager, Admissions
Brevard Junior College.

MATTHEW C. COUZENS, B.A., M.Ed. 1972
Associate Director of Admissions
B.A., Rutgers University; M.Ed., *ibid*, 1973.

HUGH RANKIN CRAWFORD, JR., B.A. 1961
Assistant Business Manager and Purchasing Agent
B.A., Maryville College.

DOROTHY NETHERY CRAWFORD, B.A. 1961
Order Librarian
B.A., Maryville College.

*LYNNE FAUST CROSS, B.A. 1974
Head Resident, Residence Hall I
B.A., Maryville College.

WALTER LADON CROSS, B.A. 1974
Head Resident, Residence Hall I
B.A., Maryville College.

LELA RUDD DAVIS 1966
Staff Assistant in Women's Residence Halls

JENNIFER SEELY DURANT 1975
Head Resident, Margaret Lloyd Hall
Maryville College

ROBERT FRANCIS DURANT, B.A. 1975
Head Resident, Margaret Lloyd Hall
B.A., Maryville College.

BETTY JANE EGGERS 1957
Secretary in the Treasurer's Office

DONALD PETER ELIA, B.S. in Ed., M.S. 1968
Wrestling Coach, Freshman Financial Aid Officer and Admissions Counselor
B.S., in Ed., Maryville College; M.S., University of Tennessee 1973.

JEANNE BORING EVERETT 1975
Payroll Clerk

MARY FRANCES EVERETT, L.P.N. 1973
Clinic Nurse

*ANN HOUSER FIELDS 1974
Secretary, Admissions Office

MARTHA LEE HESS, B.A. 1974
Registrar
B.A., Maryville College; University of Tennessee, 1973, 1974.

ALYNE NESBITT HARRISON 1965
Head Resident of Carnegie Hall

JANE HUDDLESTON, B.S. 1954
Secretary to the Dean
B.S., Maryville College.

PATRICIA ANNE HUMPHREY 1975
Office Secretary, Health, Physical Education, and Athletics

ELDRIA OLIN HURST 1962
Chief of Security

DAWN STERLING ISENBERG, B.A. 1975
Head Resident, Davis Hall
B.A., Maryville College.

PETER MUSE ISENBERG 1975
Head Resident, Davis Hall

BRADLEY RICHARD KEHLER 1973
Head Resident, Men's Residence III
B.A., Maryville College

COLLEEN ANNE KEHLER 1973
Head Resident, Men's Residence III

DUANE PRATHER LEA 1976
Accounts Payable, Business Office

*PHYLLIS HODGES LINGENFELTER 1972
Accountant, Business Office

RUTH ADAMS MARTIN 1975
Secretary, Business Office

EDITH FRANCES MASSEY, B.A., M.S. 1947
Associate Dean of Student Relations
B.A., Maryville College; M.S., University of Tennessee, 1955; Florida State University, 1963, 1964.

DAVID BRUCE MAXWELL, B.A., M.A. 1973
Head Resident, Pearsons Hall
B.S., Maryville College; M.A., Northwestern State University of Louisiana, 1973.

REBECCA SUE MAXWELL 1973
Head Resident, Pearsons Hall

KATHLEEN MAYURNIK, B.A. 1974
Admissions Counselor
B.A., Maryville College.

VICTORIA SAMBURG McCLELLAND, B.S. 1954
Assistant in the Office of Student Relations
B.S., Montreat College; Presbyterian School of Christian Education, 1949-1950.

SANDRA LYNN McMAHAN, B.S. in Ed. 1967
Assistant in Registrar's Office
B.S. in Ed., Maryville College.

BOBBY DAN MILLER 1975
Food Service Director

MARGARET C. MILLER 1960
Assistant in Registrar's Office

WILLIAM HENRY MOONEY, B.A., B.D., S.T.M. 1974
Director of Financial Advancement
B.A., Maryville College; B.D., Princeton Theological Seminary, 1943; S.T.M., Philadelphia Lutheran Seminary, 1954.

ROBERT DAVID PROFFITT, B.A., M.D. 1961
College Physician
B.A., Maryville College; M.D., University of Tennessee Medical School, 1955.

ELIZABETH RANKIN, B.A. 1959-1970, 1973
Assistant in the Alumni Office
B.A., Maryville College.

WILLIAM A. RIBBLE 1967
Director of Student Aid and Supervisor of Bookstore and Post Office
Ball State University

JANE GARLAND RICHARDSON 1976
Head Resident, Residence Hall I
University of Tennessee.

MILTON L. SMITH, B.A., M.S. 1970
Resident Counselor in Development
B.A., Goshen College; M.S., University of Pennsylvania, 1936.

ELAINE TOMLINSON SPURLIN, A.B., M.S. 1974
Director of Career Planning and Placement
A.B., University of Georgia; M.S., University of Tennessee, 1974.

SAUNDRA L. STEPHENS 1965
Secretary and Bookkeeper, Library

RALPH SULLIVAN 1970
Supervisor of Buildings and Grounds

ELMER LEE THOMPSON, B.S., M.A. 1974
Comptroller
B.S., Appalachian State University; M.A., Union College, 1974.

CLYDE USSERY, B.S. 1971
Director of Communications
B.S., University of Tennessee; *ibid.*, 1969-70.

MARY SLOAN WELSH, B.A., M.A. 1935
Assistant for Student Aid
B.A., Maryville College; M.A., University of Tennessee, 1953.

ELIZABETH V. WELTON 1966
Secretary to the President

REBA A. WILSON 1970
Secretary, Chaplain's Office

SARAH REID WINBIGLER, B.A. 1974
Admissions Counselor
B.A., Maryville College.

DAVID PARIS YOUNG, B.A., Ph.D. 1963
Coordinator of Religious Life
B.A., Park College; Ph.D., University of Kansas, 1963; Cornell University, 1970-1971.

J. RICHARD ZIEGLER, B.A. 1972
Admissions Counselor
B.A., Maryville College.

*Resigned Winter, 1976

Board of Directors

Class of 1977

HERBERT ANDERSON, D.D. ..... Lake Forest, Ill.
CATHERINE STOUT BEALS, B.A., *Assistant Recorder* ..... Knoxville
EDWIN JONES BEST, B.A., *Recorder* ..... Maryville
MARGARET M. FLORY, M.A. ..... New York, N. Y.
ROBERT JAMES LAMONT, D.D. ..... Bryn Mawr, Pa.
JOHN MAGILL, D.D. ..... Huntingdon Valley, Pa.
DAN MAYS McGILL, Ph.D., *Chairman* ..... Bala Cynwyd, Pa.
LOUISE LLOYD PALM, M.A. ..... Stony Point, N. Y.
HILTON A. SMITH, Ph.D. ..... Knoxville
LELAND TATE WAGGONER, M.A. ..... Short Hills, N.J.
EDWIN C. WILLIAMS, ESQ. ..... Weirsdale, Fla.
WILLIAM L. WOOD, M.D. ..... Yadkinville, N.C.

Class of 1978

LAMAR ALEXANDER, J.D. ..... Nashville
MARIE GADSDEN, Ph.D. ..... Washington, D.C.
BLANCHE L. GIBBS ..... Marion, Mass.
DAVIS W. GREGG, C.L.U. ..... Bryn Mawr, Pa.
KENT HILL, B.S. ..... Miami, Fla.
JULIAN JOHNSON, M.D. ..... Gladwyne, Pa.
BARBARA ANNE KERR, B.A. ..... Maryville
HAROLD D. LAMBERT ..... Maryville
DOUGLAS LANGSTON, M.B.A. ..... Hopewell, N.J.
JAMES N. PROFFITT, M.D. ..... Maryville
WILLIAM G. WALKER, Ph.D. ..... Owensboro, Ky.
GEORGE D. WEBSTER, LL.B. ..... Washington, D.C.

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Statistical Summary, 1975-1976

Classification by Classes

Fourth Year	161
Third Year	127
Second Year	178
First Year	203
Special and Part-Time Students	49
Total number of students	718

Classification by States and Countries

Alabama	23	Missouri	2
Arkansas	1	Nebraska	1
California	4	New Jersey	85
Colorado	2	New York	25
Connecticut	4	North Carolina	9
Delaware	4	Ohio	30
District of Columbia	2	Oklahoma	2
Florida	102	Pennsylvania	37
Georgia	34	South Carolina	7
Hawaii	1	Tennessee	271
Illinois	14	Texas	5
Indiana	2	Virginia	17
Kentucky	10	West Virginia	2
Louisiana	2	Wisconsin	1
Maryland	7	Wyoming	1
Massachusetts	2	Foreign	7
Michigan	2		

Total Number of Students	718
Total Number of States and Countries	39

Degrees Conferred

At Commencement, June 1, 1976

Bachelor of Arts

Julia Annette Adams
Mary Lee Apetz
Dorothy Christine Bang
Steven Richard Barnes
Linda S. Barras
Kathleen Louise Belcher
Harriette Ellen Berg
Daniel P. Bergner
Charles B. Blair, III
Leland Caldwell Blackwood, Jr.
Michael Bruce Bourque
Beverly Edmonia Branham
George Sutton Brown, Jr.
Milton Michael Bush
Douglas Robert Campbell
Alexander M. Carrick
Debby Dorr Carrick
Louis Hamilton Catrett, III
Sue Ellen Conner
Deborah Claire Cook
Delberta Frances Coppage
Hale S. Coughlin, III
Laura Louise Dance
Mary Kimberly Darden
Linda Carolyn Davis
Martha Jane Day
Anne Doupé
Stuart C. Easter
Jean Denise Erhardt
Thomas Adams Fox
Dora Nanette Garner
Sally Eileen Gillespie
Karen C. Gray
Gwen Diane Guba
Bruce Walter Guillaume
David Alan Haimbach
Mark Richard Hall
Lynne Marina Hanson
Kevin Onontyoh Heflin
Emerson Dean Henderson
Mark Finley Herman
Nancy Suzette Herrel
Cynthia Lynn Higgs
Patricia J. Hines
Robert P. Hines, Jr.
Lynn Marian Houlberg
Laura Louise Hutchens
Ellen Holly Hutcheson
Thomas William Hyne
Patricia Ann Johnson
William Michael Johnston
Robert C. Kaniper
Mark F. Keahon
David Abbott Kemp
Barbara Anne Kerr
Paul Charles Kirk
Kathryn Ann Kirkhart
Randall Dean Lambert
Amy Wynn Lancaster
Craig N. Larsen
Sheryl Ann Lay
Robyn Elizabeth Leng
Peggy Leonard
Garry Knox Lewis
Penelope Susan Lopez
David Paul Lundell
Lisa Jennifer McCaffree
Patty Ellen McDonald
Bonny S. Marvin
Kathleen Jill Mihalow
Mary M. Miller
Mona Ernest Miller
Jane Anne Moore
Elizabeth Anne Moore
David Jackson Morrison
Michael Edward Morton
Christine Alexandra Nassir
Thomas Stewart Orr
Daniel F. Osborne
Michael Eugene Osborne
Shada Elisabeth Overton
Matthew J. Pacifico
Dana Paul
Edward Per Carl Peterson
Vanessa Rae Pettigrew
Suzanne Elizabeth Phillips
Scott Kenneth Poland
Penelope Jean Putnam
Cynthia Ann Ragsdale
David Paul Reinauer
Neena Bartlett Stallings
Curtis Stodghill
Mary Belle Story
H. Frederick Strohl, Jr.
John Hillman Stuhl
Robert Hugh Sturge
Donald Ray Surrency
Carl Nelson Swenson
Kenneth Manley Talbott
Marjorie Rebecca Teas
Leonard Duckett Terry, III
Charles Thomas Thompson, Jr.
Terrie Benette Topham
H. Donald Tosh, II
William Garnett Walker, Jr.
Lawrence Walko
Ann Robinson Weaver
James Michael Webster
Andrew Michael Weissing
Elizabeth Jonelle Widner
Alonzo H. Williams, III
Brenda L. Wilson
Lisa Lynne Wishon

Bachelor of Music

Kathy Ray Burns
Janet Susan Coram
Robin Dell Dillingham
Janet Roper Guffin
Margaret Ann Leatherwood
Jane Shelby Pierce
Janet Elizabeth Schanck
Pamela Sue Thomson
Daniel E. Whiteside

Calendar for 1976-1977

1976

FALL TERM

September 6	4:00 p.m.—Residence halls open for freshmen
September 7-14	Freshman Orientation
September 7	12:00 noon—Buffet luncheon
	2:00 p.m.—Assembly for freshmen and parents, followed by reception in Chapel courtyard
September 12	2:00 p.m.—Residence halls open for returning students and transfers
September 13	8:00 a.m.—Registration for transfers
	1:30 p.m.—Registration for returning students begins
September 14	Registration for returning students continues
September 15	8:00 a.m.—Classes begin
September 16	8:30 p.m.—Opening academic convocation
September 17	8:00 p.m.—Faculty Reception for all students
September 18	Faculty Workshop
October 21-22	1:30 p.m.—Comprehensive examinations for graduating seniors
October 22	1:30 p.m.—English proficiency test for sophomores
October 30	Homecoming
November 13	Parents' Day
November 14	"Messiah"
November 23	Classes end

INTERIM TERM

November 29	Classes begin
December 17	Classes end

WINTER TERM

January 2	1:30 p.m.—Residence halls open
January 3	8:00 a.m.—Registration and first classes
February 13-16	February Meetings
March 11	Classes end

SPRING TERM

March 20	1:30 p.m.—Residence halls open
March 21	8:00 a.m.—Registration and first classes
April 10	Easter
April 28-29	1:30 p.m.—Comprehensive examinations for graduating seniors
April 29	1:30 p.m.—English proficiency test for sophomores
May 27	Classes end
May 28	Alumni Day
	3:00 p.m.—President's Reception
May 29	8:00 p.m.—Baccalaureate
May 30	10:30 a.m.—158th Year Commencement
May 31	3:00 p.m.—Residence halls officially close

SUMMER TERM

June 6-24	Session I
June 27-July 15	Session II
July 18-August 5	Session III

FALL TERM, 1977-1978

September 6 Freshman report

Request Form

If you wish to receive an Application for Admission, or to secure additional information regarding financial assistance, complete the following and mail to:

Director of Admissions and Student Aid
Maryville College
Maryville, Tennessee 37801
Telephone: 615/982-7191

Name_____ Telephone No._____

Address_____
Street

_____
City State Zip Code

High School Name and Address _____

Date graduated (or will graduate) from high school_____

When do you expect to enter Maryville College?_____

Check below the items you wish to have forwarded to you:

- ☐ Application
- ☐ Catalog
- ☐ Other-please specify: _____

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowledge and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships. an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activitis—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

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